

Behind The Scenes Planning Frameworks

Empowered Examples Edition

Real Planning Cycle Tools & Steps To
Inspire Early Childhood Educators



the



empowered
educator

BY JODIE CLARKE



A Little About Me



Hi there, I'm Jodie!



Jodie Clarke is an early childhood professional supporting educators who want and need to stay passionate about the work they do!

She has 30 years hands-on experience in the early childhood and human services sectors across many different roles.

Jodie is mum to 3 in Australia and has already helped thousands of educators with their work through her popular blog posts, activity ideas, online training and e-books.



How To Use This Resource



The aim of this visual resource is to help you see that there are many ways to meet each step of the planning and documentation cycle.

Making your planning cycle visual will help you to understand and break down both the WHY and HOW of this essential process.

The documentation tools and processes that give you the most meaningful information to work with when supporting a child's early learning journey are those that suit your individual strengths, service type and goals.

Use this resource as inspiration to guide you toward building your own planning cycle framework so that each step leads to the next and eventually closes the documentation loop - without unnecessary writing.

You'll find my core building blocks highlighted by colour and icon so you can see how to bring your own system together using just 4 core elements.

These are ideas from my own planning over the years and therefore you'll see a variety of examples. You do NOT want to try and incorporate every single documentation or assessment example I have shared throughout this resource...it would be overwhelming and not necessary.

You might have different ideas or tools you like to use that suit your service type, children & strengths better...and that's the idea of a flexible process.

Read through the visual framework graphic I have included at the beginning of each section and think about what elements you currently include & if you could organise them more efficiently. Then move onto the visual examples and how I used them.

I've separated this resource into 3 sections covering different early childhood service models - choose the one that suits your role first then make sure to fill in the blank planning cycle framework at the end of each section with the tools and resources you will use to build your own core building blocks and complete the cycle.

*I hope you find it helpful.
- Jodie :)*

FDC

Framework Example for
Family Day Care Educators

Build Your Own Framework
Template for Family Day Care

CENTRE

Framework Example for Early
Learning Centre Educators

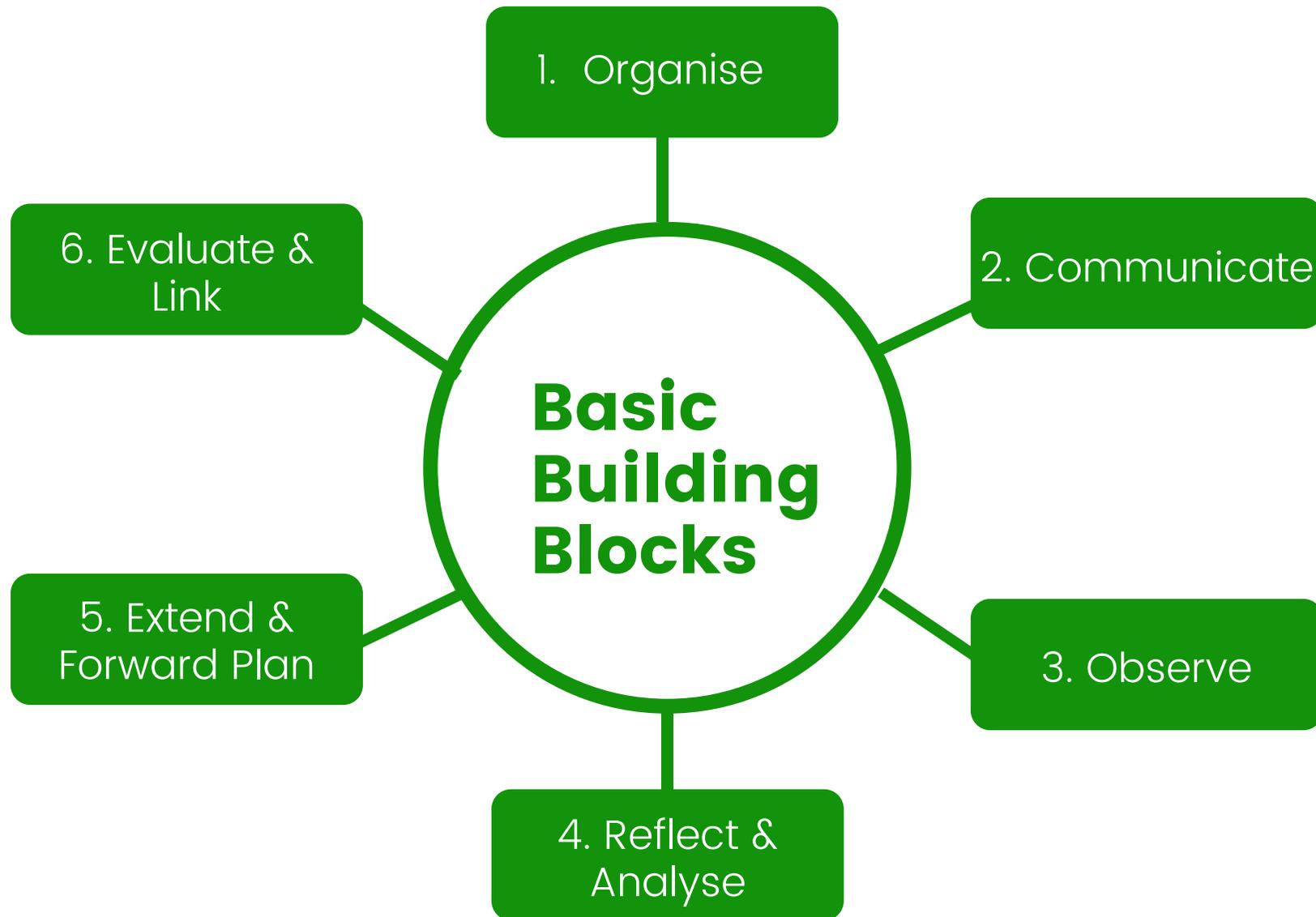
Build Your Own Framework Template for
Early Learning Centres

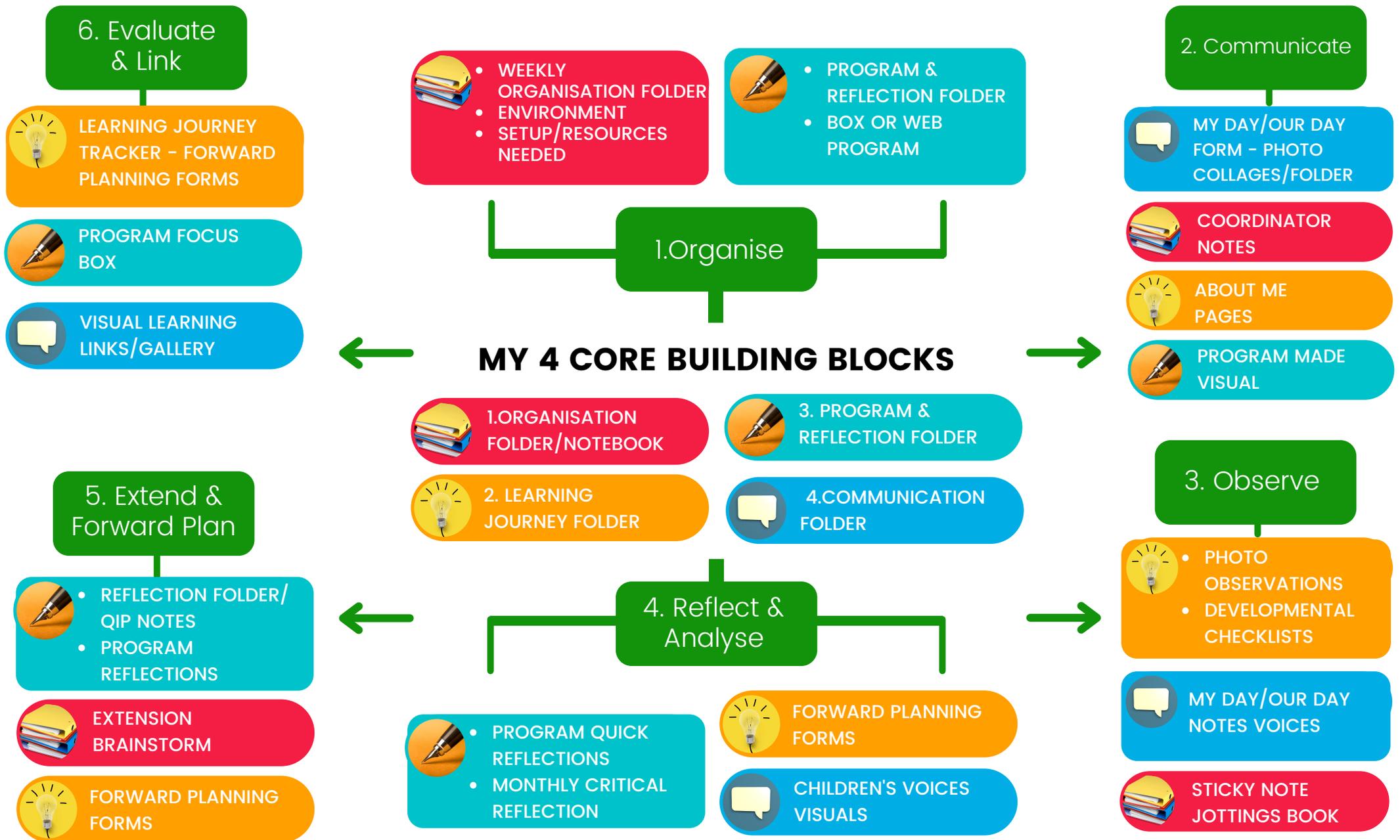
OSHC

Framework Example for Outside
School Hours Care Educators

Build Your Own Framework Template
for Outside School Hours Care

Family Day Care Framework Example







8 Reasons Why I *Always* Set Up And Use An Organisation Folder For Family Day Care



To tell me what resources I need this week and what I might need to buy or prep ahead of time so I'm not trying to do it all right before the activity when children need my attention.



To summarise relevant reflections and observations from last week that have informed this week's program.



To remind me of any core focus /intentional teaching experiences & goals planned for this week's program.



To help me to recognise and action any changes, modifications or additions I need to make to the indoor or outdoor environments this week/month and why I need to (this then becomes part of my reflections).



BUILDING BLOCK 1 ORGANISATION FOLDER



To remind me of any **special events, incursions, excursions or community visits** I need to allow time or resources for.



To give me an easy to find space that allows me to quickly compile observation jottings, notes/questions to discuss with the coordinator, any parent feedback or conversations, children's voices as I hear/see them and forward planning brainstorm ideas. This part of the folder/notebook doesn't need to be neat and pretty - it's just there for adding quick collections of information during the week that I will get back to when time allows to help me continue with my planning cycle steps in more detail (connects with the program folder).



To give me the best possible chance of **starting my week feeling confident and organised** instead of already overwhelmed and rushed for time on Monday.



To help me show evidence of a consistent and ongoing cycle of self assessment and looking forward using information gathered from reflections, children, parents, environment and community.



EMPOWERED ED TAKE ACTION TIPS

Like the idea of an organisation folder but not sure where to start? Make a start instead of procrastinating with these 3 steps.

1

Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.

2

Assign a colour to your organisation folder and use a sticky dot in the same colour on any of the pages/templates you use for this folder (if working on the computer instead of hard copies, you could label your folder with an icon, number or letter for each core folder or use a cloud tool like Gdrive to colour code and organise your folders).

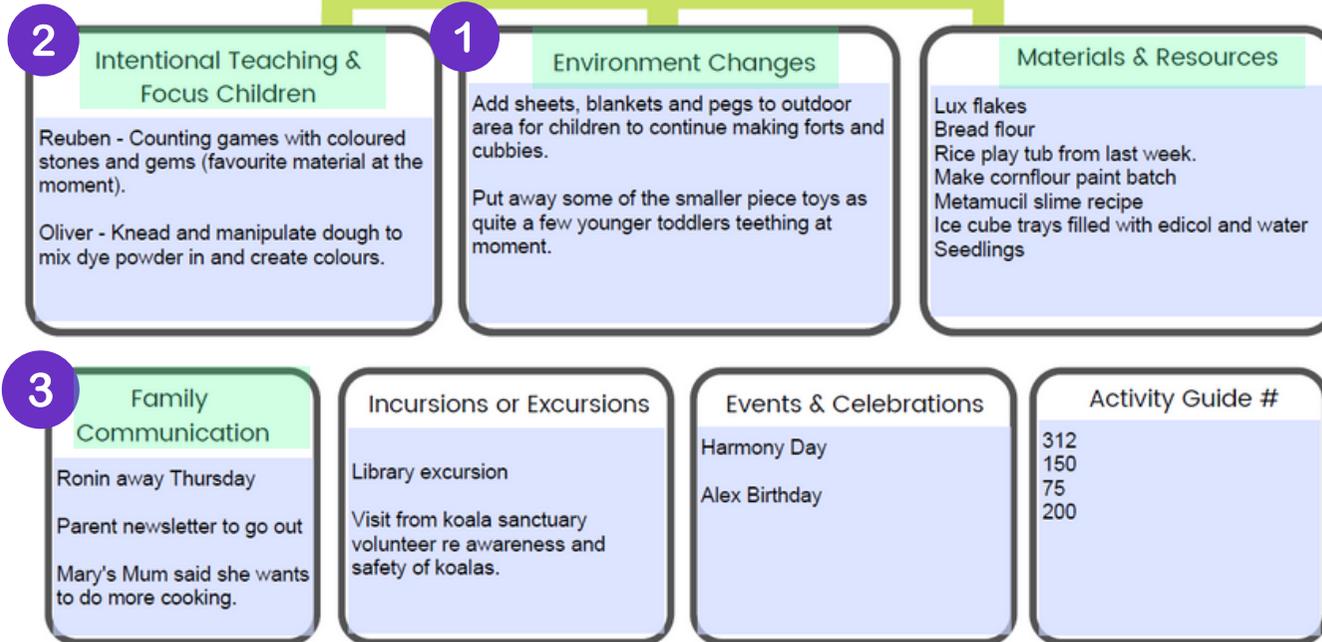
3

Start with a simple summary page for the week ahead that lists the basics then extend from there as you work out what helps you to save time.

Take a look at some examples from one of my organisation folders for more inspiration...



What do I need to know or do to start this week feeling confident and organised?



Week 1 Program

Preparation & Planning
Week Beginning: _____

Why Did I Use This?

- 1 Writing what you want to add or change in the learning environment helps you organise for the week ahead AND gives you an opportunity to use information gathered through reflections.

How Does This Create Links?

- 2 Including forward planning activities and intentional teaching experiences you want to cover provides a quick reminder as you prepare materials and resources for the week ahead.

Swipe This Strategy/Idea

- 3 Using a dedicated space each week to jot a few reminders re communicating with parents shows clear evidence you are trying to connect and collaborate - even if you aren't receiving feedback.



1

My Day as Educator

Day: _____ Date: _____ Educator: _____

Before children arrive.....

- Start of day scheme safety checklist completed
- Activity prep completed & ready to use
- Sign in area swept/tidy, attendance forms ready.
- Nappy change area stocked and ready
- Bathroom/toilet area clean. Step and seats ready
- Liners into empty bins
- Pets into separate area/bedding and bowls up
- Set up outdoor play areas according to plan
- Set up indoor learning areas/tables
- Prep food if menu provided

Activity Prep to do

Children Attending/Absent

Rest Time Checklist

- Clean eating area with detergent spray
- Sweep/mop if required
- Wipe over bathroom/toilet
- Soak craft toys, wash if time
- Set up afternoon activity/tables
- Upload photos from morning's play
- Fill in parent communication forms/books

To Do/Activities Today

Parent Communication

3

End of Day Checklist

- Pack bags ready for home – check all belongings
- Sign in area ready for parents
- Strip sleep bedding , wash as needed
- Finish my day/our day sheets
- Vacuum/mop as required
- Load of daycare washing on if needed
- Empty bins / cloth nappy bin
- Wipe down nappy area/bathroom area
- Wash any mouthed toys
- Finish cleaning art/craft equipment
- Pack up outside with children helping

2

Significant Moments

Why Did I Use This?

- 1 It's quick to complete and review and that's important when it's just you on your own! It also helps structure a routine for each day although always flexible. Tick & move on. Simple.

How Does This Create Links?

- 2 As with the previous format I have also included a space to record parent communication and also any significant/spontaneous moments I can use to inform my forward planning and next program. Fast but useful.

Swipe This Strategy/Idea

- 3 Being organised is especially important in FDC because you are doing it all yourself. Break up your day into sections with common tasks then check off those that are relevant to that day. Create a routine that works for YOU.



1 *Daily Planner*

2 TODAY'S TOP 3 GOALS

PRIORITIES & SELF-CARE

TO-DO LIST

Morning

3

Afternoon

Night

Why Did I Use This?

- 1** Sometimes you just need an easy to complete tool that becomes routine but still gives you valuable planning and reflection information and this format does just that!

How Does This Create Links?

- 2** Setting 3 achievable goals for your day helps you to reflect on what your priorities are and why, then connect those to other areas of your work.

Swipe This Strategy/Idea

- 3** If your day often seems overwhelming with the tasks you need to get done break it up into sections and focus on one at a time. They should be smaller than your 3 daily goals.



5 Reasons Why I *Always* Set Up And Use A Learning Journey Folder For Family Day Care



To provide a space that holds **all the information I need to document, assess and extend a child's individual learning journey - no wasted time looking for bits and pieces.**



To give me a **quick monthly overview of each child's progress and the assessment that has been completed so far.**



To **highlight children's needs, interests, strengths and/or developmental changes.**



To help me connect all observations, incidental and intentional teaching moments, and planned activities to **meaningful extensions and programs.**



To help me **visually display my process step by step** so it's easier to modify or explain to a coordinator or families if needed.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**

1

Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.

2

Divide your lever arch folder (or computer folder files) into 4 sections - **Observations/Forward Planning/Programs/Child Summary & Goals**

3

Draw a table on a page at the front of your folder and list all of the children's names, associated documentation/assessments and dates completed. Keep it simple and visual. This will become your **learning journey tracker** so you always know a child's progress at a glance and can manage your documentation time more effectively.

**Take a look at some examples from one of my learning journey folders
for more inspiration...**



Learning Story – “The Koala Bear”

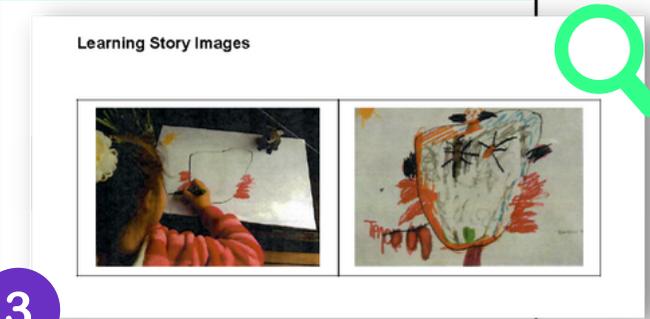
Date of Observation:	Observer/Author : Jodie
Name of Child: Tara	Age Today: 3.5 years
Players: Sam, Tom, Ruby, Jackson, Lisa Tara.	

1

What Story Is Being Told?	What Does This Story Tell Me?
<p>“I’m going to draw a koala; I know how to draw them cause I saw them on holidays.”</p> <p>Tara positions the koala as a “prop” in front of her, I notice how she reflected on the shapes and attributes on the prop and began to transfer them to the paper.</p> <p>I hear Tara using ‘self talk’ to talk her way through the process.</p> <p>“Koalas need eucalyptus leaves to eat you know, I need to draw them close to its mouth so it can reach over to eat them. I know this cause we read it in the book at school and the lady told me when we saw the real koala.</p> <p>I continue to watch as Tara adds the finishing touches to her drawing, and the final piece is her drawing a baby koala onto the mummy koala’s back.</p> <p>“This is the baby one, it needs to ride on the mummy’s back until it gets bigger.”</p>	<p>Tara can share home experiences with her early learning experiences.</p> <p>Tara is capable of identifying shapes that make up a picture & recreate them on her paper (koala picture)</p> <p>Tara uses positive self-talk to talk herself through the drawing process</p> <p>Tara has knowledge of ‘facts’ about native animals (leaves) to eat and the mummy koala carrying baby on back.</p>

2

3



Why Did I Use This?

- 1 There are many ways to record an observation and it is up to the educator to decide what style suits the situation. In this case a learning story format provided the most meaningful option.

How Does This Create Links?

- 2 When recording what the information collected in an observation tells you, use the language of the EYLF or your relevant standards to simplify and ensure parents can also understand the learning & connections being made.

Swipe This Strategy/Idea

- 3 Photos and images of the children's work can help us to communicate the story of a child's learning visually.



Why Did I Use This?

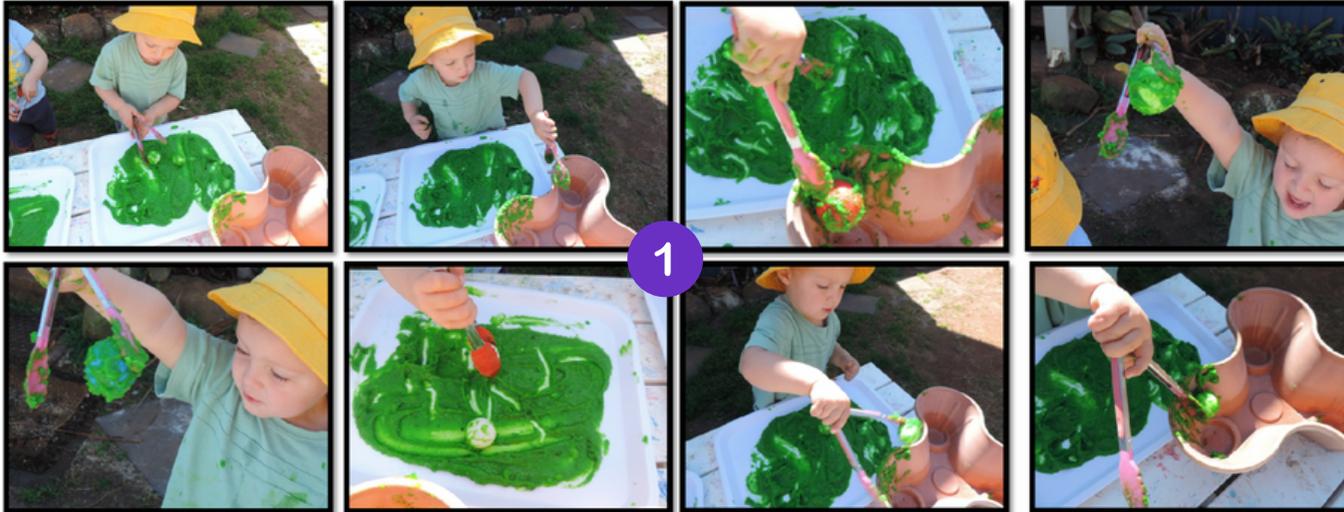
CHILD OBSERVATION

Name: Ronin T

Date: 24.9.14

Location: Backyard play

Age at time of observation: 2.3 yrs



- 1 Using photos or other media to document a child's play can help educators quickly record and reflect 'in the moment' then come back later to include more information if needed.

How Does This Create Links?

- 2 Using easy to understand references and language to analyse and explain the learning that took place ensures links to learning outcomes without the need for numbers or codes.

Swipe This Strategy/Idea

- 3 You can complete an observation in stages - I often created the visual story first then added in more detail using text when time allowed.

2 **in's Learning Journey....**Ronin is demonstrating a keen interest in investigating and problem solving lately and really enjoys using his hands. During this activity Ronin showed great excitement as he enjoys using the small tongs during play. At first Ronin showed frustration because he could not pick up the ball with the tongs. It kept dropping before he could transfer it to the tub. He persisted even though he was finding the task difficult and was able to figure out he needed to squeeze the tongs together but then HOLD the grasp to be able to transfer the ball to the tub. He showed great pride in his achievement. Ronin told me that the goop was 'green' and 'slippery' He dipped his fingers into the slime but and made some patterns on the tray but then went back to the tongs. Ronin showed he is an effective communicator by telling me "wash hands, yukky now" preferring to use tools to explore the sensory play.



Why Did I Use This?

- 1 To make the learning visual since the steps of the process and language used was the important part of what I observed and felt was meaningful.

How Does This Create Links?

- 2 Although a simple observation style, the step by step visual format and inclusion of the words 'like preschool' conveys the significance of what has taken place & the extension to learning that has been supported with this activity.

Swipe This Strategy/Idea

- 3 Take the time to listen to those little conversations because often they will tell you more than just focusing on what you see.



Child Developmental Milestones Record

1

1 – 2 Years

Child's Name:	D.O.B:
Educator observing: Jodie	Age: 2 YRS 5 MTHS
Linking/Forward Planning reference date:	

Physical Development	Social Development	Emotional Development	Cognitive Development	Language Development
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2

Physical Development

Connecting to the EYLF

EYLF Outcome 3: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

NQS: Areas 1, 2, 3

Can you see evidence of the following development or skill?	Yes	No	Did you note something of significance?
Walks, climbs and runs	Y		Does tend to fall if on uneven ground still
Takes two to three steps without support, legs wide and hands up for balance	Y		3
Tries to use spoon/fork	Y		
Crawls up steps	Y		Walks up and down well
Dances in place to music	Y		Demonstrates 2 leg bounce
Climbs onto chair	Y		Climbs well on many obstacles
Kicks and throws a ball	Y		Throws well, attempting kicking
Feeds themselves	Y		
Begins to run (hurried walk)	Y		Can be unsteady at times when running
Scribbles with pencil or crayon held in fist	Y		Palmar grasp effective

Why Did I Use This?

- 1 I use developmental checklists as just one source of information in partnership with my own child development knowledge to assess current milestones and development .

How Does This Create Links?

- 2 This type of developmental tool usually separates developmental stages and skills into common ECE learning areas. You can also connect to the framework or standards you are following in your part of the world.

Swipe This Strategy/Idea

- 3 All children develop at their own pace so it's important not to just record Y or N to the common skills listed. Take the time to add jottings that give you a bigger picture of the child's progress so far.



Why Did I Use This?

1 This is my absolute favourite tool and I have used it for many years to make the forward planning and analysis process more visual.

How Does This Create Links?

2 You add information to the form from left to right as you complete each step in the planning cycle for each child. It shows you clearly when you have closed the loop with an evaluation.

Swipe This Strategy/Idea

3 Instead of spending time figuring out where to next all the time, first set up a step by step framework that makes sense to YOU.



1

INDIVIDUAL LEARNING – ANALYSIS AND FORWARD PLANNING RECORD



Date : 20/10/14 Child's Name : Tara

Format & Date	Analysis of Learning	Future Planning	Program/Plan Date	Planned Activity Evaluation
<p>3</p> <p>Daily Reflection</p> <p>"Our Day"</p>	<p>From this observation I note the following:</p> <p>Tara is showing a real interest in problem solving and wanting to find out how things work for herself.</p> <p>She showed a willingness and concentration to stick with a task until completion</p>	<p>Possible Extension Activities:</p> <p>Tray of magnetic and non magnetic items – investigate & discuss</p> <p>Use internet videos to explore use of magnets and magnetic fields</p>	<p>2</p> <p>24.9.14</p> <p>2. 10.14</p>	<p>11.10.14</p> <p>Tara spent quite a lot of time working out which objects on the tray were able to be picked up by the magnet and asked many questions about why some objects didn't 'stick' to the magnet.</p>
<p>Formal Obs Or Learning Story</p>	<p>She was able to use descriptive language To convey her thoughts</p> <p>She used reflective thinking to consider why things might happen a number of times</p>	<p>Intentional Teaching – using Scales and teddy bear counters to explore balance and weight- problem solving skills</p>		<p>She didn't show a great deal of interest in the internet videos. Need to find simpler videos relevant her age.</p>
<p>Photo Collage Obs</p> <p>18/9/14</p>	<p>She was able to coordinate both hands to Problem solve, sort and sequence.</p> <p>She thought about a way to extend the activity and challenge her thinking.</p>			<p>She absolutely loved the scale activity and spent time looking for other objects around the house to use in the scales. Used language to express her thoughts and work through problem solving processes.</p>



Assessment of Learning Summary

Child Name: Ruby

Educator: Jodie



Assessment for dates from: _____ to _____

Educator Reflections on growth & achievements

1

What has gone well? What learning outcomes have been achieved? What milestones were achieved? What progress was noticeable?

Educators have noticed an improvement in Ruby's core body strength and her positive sense of self "I can do it attitude".

Ruby has expanded her peer group this term to involve herself with a variety of peers in a variety of play scenarios.

Ruby has become more assertive in expressing her needs in play with peers.

Ruby has been able to persist and remain focused on tasks for longer periods this term. She displays confidence in trying new challenges when supported by an educator or peer.

Children and Family Voices (We value your input to help us plan your child's individual learning).

What made me feel happy, clever, proud? What can I do now? What new things have I learnt? What am I interested in right now?

2

Keeping the hula hoop going around and around by twisting her body.

Putting on dancing shows - organising invitations, seats and the performance with costumes and props.

Ruby has been doing the zippers and buttons on her clothes herself and tells us this is "very clever of me isn't it?"

3

New learning goals for _____ to _____

Ruby needs to continue to build on her core body strength and co-ordination.

Ruby needs some more practice on complex fine motor tasks.

For Ruby to become more confident in making her own choices and lead in play as well as follow.

This is how we will support the learning goals...

I will provide a variety of learning experiences to build Ruby's motor planning skills, improve strength, co-ordination & control including yoga, obstacle courses, OT walks. I will work alongside Ruby in these experiences providing verbal feedback and encouragement.

I will offer experiences like threading, dough, kneading to build fine motor strength and control. Will use hand over hand technique.

I will give Ruby jobs to help out with younger children giving her a sense of control and purpose. I will support Ruby to make choices based on likes & interests

Why Did I Use This?

- 1 To give me a way to summarise and communicate a child's learning over a certain period of time (usually 3 -6 months) using information gained from all of my documentation sources.

How Does This Create Links?

- 2 By asking children to share their thoughts we can connect what they are telling us to future planning and programs and give them the opportunity to self reflect and have their voice heard.

Swipe This Strategy/Idea

- 3 Don't just summarise what has taken place - set new learning goals and describe what actions you will take to support this child as they continue their journey.



7 Reasons Why I *Always* Set Up And Use A Program & Reflection Folder For Family Day Care



To keep current blank program templates ready to write on (or type into if on computer).



To help me record brief program reflections and use this information to inform the next program and extend learning.



To keep a library of previous programs and notes for review, reflection and reuse if relevant.



To help me clarify and assign time to both day to day reflection and critical reflection by having a familiar process to follow.



BUILDING BLOCK 3 PROGRAM & REFLECTION FOLDER



To show **evidence of regular self assessment**, changes, improvements and self development.



To provide an easy way to document incidental learning, children's interests and voices and other feedback.



To help me close the loop when I need to recall a program to **evaluate previous planned intentional focus activities**.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.



Divide your lever arch folder (or computer folder files) into 4 sections - **Program Templates/Recent Programs/Previous Programs/Monthly Critical Reflection**

Take a look at some examples from my previous program and reflection folders for more inspiration...



Monthly Curriculum Plan for Week Beginning ...

Children attending

1 Intentional Teaching Opportunities

- ⇒ Matching shapes game
- ⇒ Scissor skills
- ⇒ Counting to 10 at transition times
- ⇒ Shades of green—light to dark with leaves/big and small
- ⇒ Talking about how things grow when planting
- ⇒ Missing numbers card game
- ⇒ Numbers and spots with gems

Children's Ideas & Interests

- ⇒ Trucks & zoo animals in the sandpit
- ⇒ Building a wall with sand slurry & big blocks outside
- ⇒ Scissor skill activities
- ⇒ Playdough bakery inside
- ⇒ Recycling and gardening activities—a current interest

3

2 Individual Focus Activities

- ⇒ **Alex** - Cutting circles, follow stickers (eye/hand coordination, scissor skills, pre writing)
- ⇒ **Ronin** - Musical statues with shape cards (interest in music & dance/ gross motor skills/balance)
- ⇒ **Reuben**— number game with coloured stones (follow directions/ counting/number recognition)
- ⇒ **Chloe**— Snipping crepe paper (scissor skills/pre writing/fine motor)

Exploring Our World

Inviting our Imagination In

Let's Get Moving

Intentional Teaching Opportunities

- ⇒ Matching shapes game
- ⇒ Colours on the feltboard
- ⇒ Counting to 10 at transition times
- ⇒ Sequencing with vegetables and fruit cards
- ⇒ Threading and scissor cutting skills
- ⇒ The season of Winter—weather and clothes
- ⇒ Days of the week (using chart)

Individual Focus Activities

- ⇒ **Marley** - Colours yellow and blue
- ⇒ **Reuben**— Baby doll play/stories/ games—getting ready for new baby in the house
- ⇒ **Lochlain**— Number games, extend on current counting interest
- ⇒ **Ronan**— Independence and social skills/activities to support confidence building and self expression.

Why Did I Use This?

1 I have used a basic box template for many years because it is easily modified no matter the role, service type or framework. I simply create headings that fit the current planning needs.

How Does This Create Links?

2 This box provides a space to jot down any extension experiences you have planned and it gives you a reference date to quickly complete your evaluation and forward planning form.

Swipe This Strategy/Idea

3 Have a space in your plan to jot down children's emerging interests and any activities or child led experiences that evolve as a result.



1

Reflections over the fortnight : * Lovely social play in groups this week .
 * Didn't get time to do sticky paddlepop shapes but paper plate number game very popular with Thurs group.
 * Rice play with tongs & letters was loved by toddlers & other children → extend with more tong activities.
 * Most of the toddlers teething - have put away 3 smaller toys.
 * Need to encourage more independence at lunchtime.

2

Ideas for next week : (Extensions of learning from observations, reflections and children's interests)
 Extend interest in numbers, counting & names.
 Extension → tongs / fine motor. Kangaroos in the hay with rocks.
 Make picture & name placemats for lunchtime → identify

Looking Forward to

Reflections from this program plan

(What worked, what didn't, why? Children's voices- what did they tell me?)

Car painting and making marks and patterns was very popular

Teddy bear goop game turned into a whole morning activity with sorting, counting and colour classification - need to do again.

Didn't get chance to do planned playdough pasta threading but we used playdough to make flower arrangements with the greenery and flowers picked on walk - will do again as great fine motor challenge.

Ideas for next plan:

(Ideas for extensions of learning from the observations, reflections and children's interests noted during this program)

Flower contact collages - use scissors to cut flowers instead of fingers (challenge Thursday group).

Very hot at moment and children requested the coloured ice cube painting again - support current group interest in gardening by freezing flowers inside ice this time

Why Did I Use This?

- 1 To give me a space to quickly jot down some reflections at the end of the weekly or monthly program while still fresh in my mind. I add this page to my box program.

How Does This Create Links?

- 2 Use the information gained from program reflections to help brainstorm meaningful forward planning ideas.

Swipe This Strategy/Idea

- 3 After completing your weekly program reflection take 2 minutes to jot down some possible ideas for your next program - this will save writing time.



REFLECTIONS ON MY PLANNING

Week Beginning :

WHAT WENT WELL?

Why? What would I do again?
What did the children's voices and actions tell me?
What factors impacted on the overall feel of this week?

1

WHAT DIDN'T GO WELL?

What could I do less of?
How could I manage this better next time?
What factors impacted on the overall feel of this week?
What did the children's voices and actions tell me?

CRITICAL REFLECTION THOUGHTS.

Refer to the Critical Reflection Guide (in Plans Made Simple member section) for suggested questions you might ask yourself or others to guide your critical reflections here.
Add to the monthly critical reflection tool.

3

POSSIBLE IDEAS OR FOLLOW ON FOR NEXT WEEK

What? When? Why?

2

Why Did I Use This?

- 1 This is simply a different version of the form on previous page modified to break down the reflection process in more detail.

How Does This Create Links?

- 2 With forward planning experiences its important to decide when you will do this and why. You might not include it on your next program but when you do, it will have a date that links to the original information gathered.

Swipe This Strategy/Idea

- 3 Although critical reflection is not usually required weekly, I find jotting down a few quick notes each week helps make the process of monthly critical reflection easier and more relevant.



1

What Does This Story Tell Me?

Tara can share home experiences with her early learning experiences.

Tara is capable of identifying shapes that make up a picture & recreate them on her paper (koala picture)

Tara uses positive self-talk to talk herself through the drawing process

Tara has knowledge of 'facts' about native animals (leaves) to eat and the mummy koala carrying baby on back.

2

Format & Date	Analysis of Learning
Daily Reflection	<i>From this observation I note the following:</i>
"Our Day"	Tara is showing a real interest in problem solving and wanting to find out how things work for herself. She showed a willingness and concentration to stick with a task until completion
Formal Obs Or Learning Story	She was able to use descriptive language To convey her thoughts She used reflective thinking to consider why things might happen a number of times
Photo Collage Obs	She was able to coordinate both hands to Problem solve, sort and sequence.
18/9/14	She thought about a way to extend the activity and challenge her thinking.

Why Did I Use This?

- 1 To give me a way to show a clear record of thinking about and analysing the information I have collected from an observation and how it might be significant.

How Does This Create Links?

- 2 I gain information that helps me decide how to further support a child's pathway through future activities, environments, challenges and planning.



Ronin's Learning Journey....Ronin is demonstrating a keen interest in investigating and problem solving lately and really enjoys using his hands. During this activity Ronin showed great excitement as he enjoys using the small tongs during play. At first Ronin showed frustration because he could not pick up the ball with the tongs. It kept dropping before he could transfer it to the tub. He persisted even though he was finding the task difficult and was able to figure out he needed to squeeze the tongs together but then HOLD the grasp to be able to transfer the ball to the tub. He showed great pride in his achievement. Ronin told me that the goop was 'green' and 'slippery' He dipped his fingers into the slime but and made some patterns on the tray but then went back to the tub. Ronin showed he is an effective communicator by telling me "wash hands, yukky now" preferring to use tools to explore the sensory play.

3

Swipe This Strategy/Idea

- 3 Keep analysis of learning simple - compare what you already know about this child to the information you just collected to help clarify what they are ready for next.



Why Did I Use This?

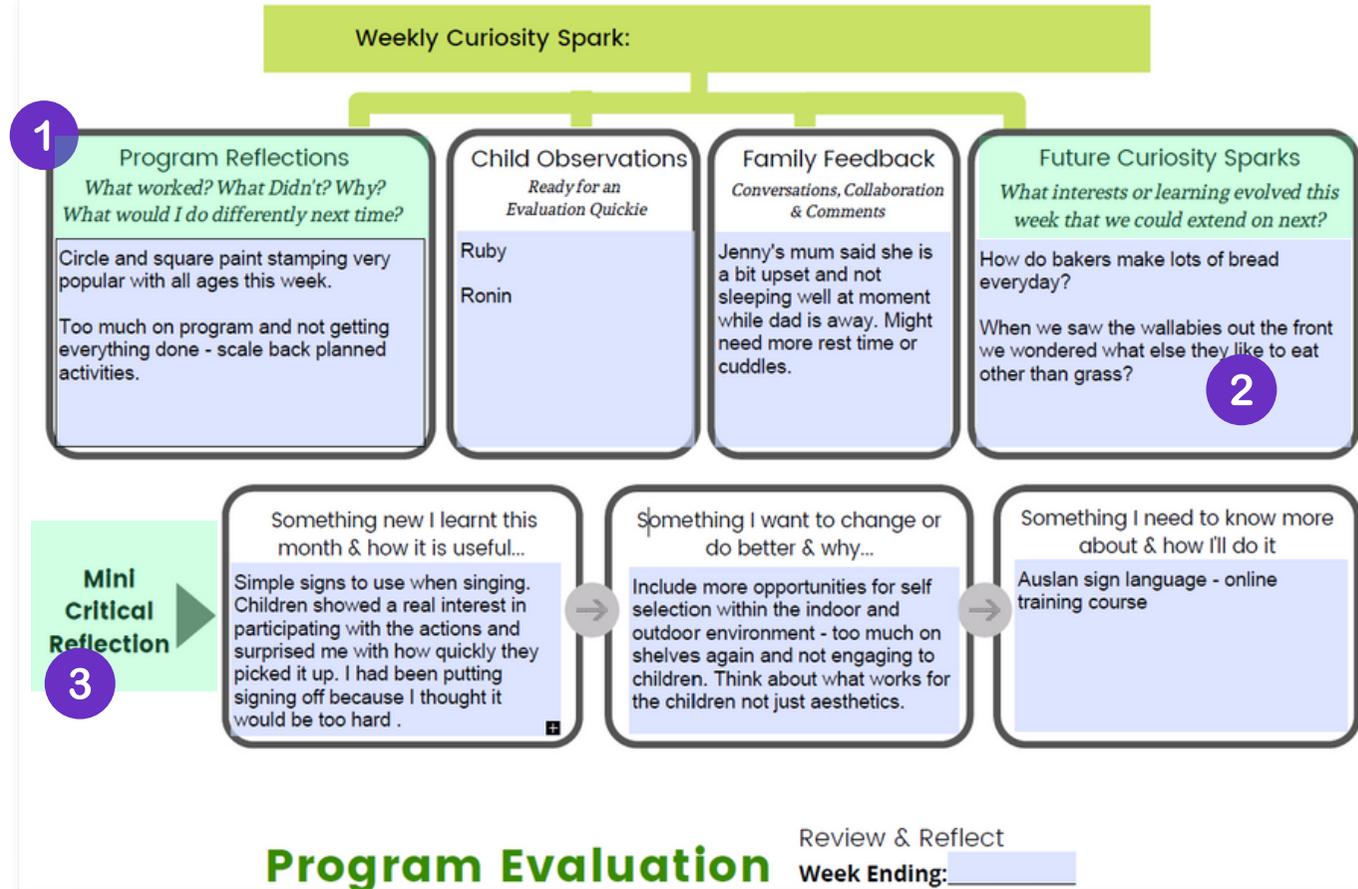
1 It provides a quick way to reflect on the current program and gather information that will inform the next program and planning.

How Does This Create Links?

2 Recording children's interests, outcomes, spontaneous play or learning moments throughout the week provides relevant information for forward planning and future observations that might be required.

Swipe This Strategy/Idea

3 Break critical reflection up into a smaller step by step process that only takes a little time to write up each week but gives you valuable information for ongoing self assessment & improvements.





Who's Playing Today?

1

Our Day

3

"We are Superhero Mummies saving the day!"

Finding letters in the rice tray!

Making foil creations with playdough

What learning evolved today through activities & play:
Such a busy day today, there was a lot of lovely imaginary group play and our fine motor muscles got a bit of a workout!
 Ruby, Tara and Tessa loved balancing and climbing on the obstacle course and turned it into a game of superheroes! They introduced props and worked together to set their scenes and dramatic play. From superheroes they turned into 'stingers' that lived on the swing! *This child led activity was fantastic for strengthening gross motor muscles, encouraging social and dramatic play and working as a team to achieve outcomes.*
 Lochlain enjoyed filling up the tins on the outdoor scales until they tipped and some water fell out making them tip again! *This activity encouraged an awareness of basic measurement and the concepts of heavy and light as well as cause and effect!*
 Everyone enjoyed trying to find and pick up letters with tongs from the rice tub. As the girls found a letter they tried to recognise it and name it. I also asked them to find certain letters and we had both small and large letters in the tub. Lochlain had more fun trying to work the tongs and went around the yard trying to pick things up. *This activity helped to strengthen fine motor skills, introduced a new skill to Loki and helped with letter recognition and sound. It was also fun for the senses and introduced capital and lower case letters.*
 We made red play dough this morning and kneaded it while it was still warm. Tessa made lots of snails after practising her rolling. Ruby showed us how to make pinch pots and Tara made a basket to put in some little eggs. We then wrapped them all in foil. *This activity kept evolving but was lovely for the senses and also really challenged fine motor skills as they tried to roll, pinch, wrap and coil.*

Where this might lead us:

- Making pinch pots with clay to extend on the interest shown with playdough and making pots
- Add to the balance beam obstacle course.

From the children:

Ruby, Tara and Tess all told me that they were "superhero Mummies saving the day!" They also told me that they were 'strong' and 'brave' and 'best friends'. Absolutely beautiful social and dramatic play!

Lochlain told me "water gone" when his scales tipped and the water spilt. He then said "again" and kept the game going for quite a while!

Filling the scales with water to make them tip!

2

Where this might lead us:

- Making pinch pots with clay to extend on the interest shown with playdough and making pots
- Add to the balance beam obstacle course.

Why Did I Use This?

1 Parent communication tools can also be a valuable way to gather and reflect on information that can be used to inform future individual and group experiences.

How Does This Create Links?

2 While the core focus is communicating with families about their child's day you can also use this information to plan new learning goals and extension activities.

Swipe This Strategy/Idea

3 Being short of time is no excuse not to communicate with families each day. A few photos with a short description or a quick conversation is just as meaningful.



1

Weekly Rewind

Reflecting on the Week - Thinking about the week that just finished - did it go the way you thought it would? Were there experiences that had an impact on your work? Is there something to note?



What worked well this week from my program? Why do I think that is?

Gardening and outdoor activities - weather has cooled off a little and everyone enjoying being outside. I was organised with setup before children arrived each morning and it made a big difference.

Asking children to help me with setting up the visual routine each morning, they really enjoyed choosing the cards then arranging on the wall and revisiting them during the day. "I think it's time to have our story and dance now Jodie!" I saw an increase in independent thinking and actions.

What didn't work so well? Why? What could I have done differently?

Scissor cutting activities proved a little frustrating for some so will find some more engaging and easier ways to practice those skills.

Small group games caused some friction and yelling over each other. Will create more opportunities to encourage taking turns and 'waiting'.

What types of documentation or assessment did I complete?

Learning stories & evaluations

Obs photo collages

Photo and caption display of children's work and the learning taking place.

Forward planning brainstorm for 3 children

2

3

Why Did I Use This?

- 1 As an easy way to prompt weekly reflection in a particular focus area when I'm not sure where or how to begin. This focus area prompted a reflection on my program this week.

How Does This Create Links?

- 2 By identifying possible changes or actions required as a result of the reflection information gathered, we show clear links to a continuous cycle of improvement.

Swipe This Strategy/Idea

- 3 Use reflection to help with time management and organisation by keeping track of paperwork completed.

6 Reasons Why I *Always* Set Up And Use A Communication Folder For Family Day Care



To help me **communicate consistently with families** in a way that is meaningful to them and efficient for me.



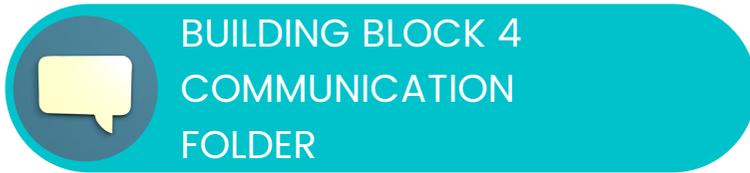
To help me make my programs and the children's work more **interactive and visual**.



It provides a simple way to **link learning outcomes and goals together** in an easy to understand format.



Kickstarts conversations between parents and children, children and their peers and coordinator visits and children.



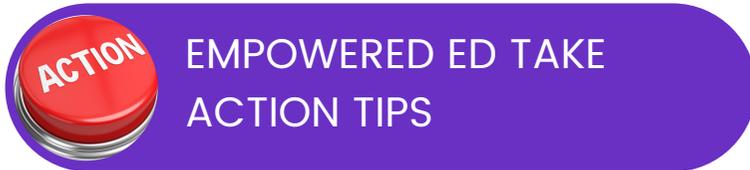
**BUILDING BLOCK 4
COMMUNICATION
FOLDER**



Having communication recorded in one core place helps me to reflect on what I know about each child and their family and compare this to what I'm currently observing, **allowing for more meaningful and timely child observations.**



Reminds me to continually consider ways to **document and include children's voices, ideas, interests and needs** into my overall program.



**EMPOWERED ED TAKE
ACTION TIPS**

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.



Divide your lever arch folder (or computer folder files) into 4 sections - **Family Communication Tools/Learning Made Visual/Children's Voices/Family Orientation Information/Coordinator (or scheme) Communication.**

Take a look at some examples from my previous communication folders for more inspiration...



Who's Playing Today?



Collecting gems on our treasure hunt!



Out outdoor supermarket, popular today!



1

Our Day

Date:



What learning evolved today through activities & play:

Everyone had lots of energy today! Here's a few of the fun activities we got up to....

- Mini chalkboard drawing. Oliver did a picture of his Mum to show us.
- Outdoor supermarket fun with bags, café table and food.
- We fed the chickens and watered the vegie garden
- Some blue painting with different shapes to name and paste
- We danced the Wiggerly Woo with the coloured scarves and sang counting songs
- We played with the farm animals in the sand and hid them under the car seats

The favourite activity of the day was the truck treasure hunt...the boys had to find all the coloured gems and pebbles around the yard and load them into their trucks. It was a wonderful opportunity to do some sharing, conversation about colours and size of the different rocks as well as help me to count the pebbles and gems and do some sorting.

We did lots of shapes 'work' today and at group time I read a funny story about shapes and then we played a shape name and sort game with a puzzle. I was working on shape recognition, listening skills and turn taking with this activity.



for all ages and they really enjoyed showing off their thinking skills. **This activity encouraged shape and colour recognition, counting and sequencing, following directions, listening skills and turn taking.**

There was lots of interest in the chickens today. We fed them our scraps and then talked about how many black chickens there were and how many brown. Alex and I talked about how the smaller chickens are growing the comb on top of their heads and will soon be ready to lay us some eggs. **This simple activity encouraged conversation, an awareness of the environment around us, caring for animals and counting.**

There was lots of kicking rolling, bouncing and throwing of our new light up balls. We learnt that if we bounced the balls on the wooden floor they would light up...but not on the carpet! **All 3 loved this game and had so much fun practising their balance, kicking and coordination skills as well as doing a little problem solving.**

The favourite activity of the day was making towers with some wooden shape offcuts given to us by a friend of a parent. They were just the right shape for building with and there was a lot of thought and effort going into their creations. **This type of activity helps to support an interest in recycling and using natural materials as well as self expression, problem solving and lots of conversation!**

What did you enjoy most today?



Truck treasure hunt!



Pushing his favourite car!



ing!

2

Why Did I Use This?

- 1 To communicate group experiences and children's learning to families and peers. It also provides a space to collect information about the child's voice and brief reflections on the day.

How Does This Create Links?

- 2 Include elements to share your program and communicate experiences with families visually rather than just relying on text they might not have time to read.

Swipe This Strategy/Idea

- 3 Using conversational language to highlight the learning that is taking place 'just through play' creates opportunities to connect and invite input from parents and carers.





1

From the children:

Ruby, Tara and Tess all told me that they were "superhero Mummies saving the day!" They also told me that they were 'strong' and 'brave' and 'best friends'. Absolutely beautiful social and dramatic play!

Lochlain told me "water gone" when his scales tipped and the water spilt. He then said "again" and kept the game going for

Children's Ideas & Interests

3

- ⇒ Hammering games/activities—construction with recycled materials
- ⇒ Feeding the chickens and worms
- ⇒ Ball games (in and out, over and through)—current interest
- ⇒ Bathing and looking after the baby dolls

2

What did you enjoy most today?



Why Did I Use This?

1

This is a simple way to document children's voices and interests. I like to add a little context to help parents see the bigger picture of what was happening.

How Does This Create Links?

2

Documenting children's voices and play with simple visuals provides information to reflect on at a later date and guide next steps and extensions.

Swipe This Strategy/Idea

3

Include an area on your program that makes it easy to plan a few experiences that connect to children's interests, questions and the knowledge you already have of each child.



Our Day Tuesday

We used the squeeze bottles filled with water colours to make our sand cooking colourful!
 We took the scraps up the hill to feed the chooks
 We watched the magpies looking for worms
 We practised our spatial awareness skills climbing through the big box tunnel
 We sang Wheels on the Bus and played instruments outside in the sun

1



2



3



Why Did I Use This?

- 1 Simple photo collages can engage busy families at pickup, provide a conversation starter and show learning as it unfolded rather than just 'telling'.

How Does This Create Links?

- 2 Use easy to understand language and titles that connect everyday play and experiences to core learning outcomes.

Swipe This Strategy/Idea

- 3 Partner with children to regularly update their 'profile' and current play. Include their words or actions to invite conversations with peers and families as they enter the care environment.



1



My Day Today at Jode's

Name Ronin

Message from Jode.....

Very happy fixing things everywhere with the tools

Today I was.... Very Happy

Today I ate....Well, loved his rice.

Today I drank 1 Bottles

Today I slept from 12.30 to 2.05

Today I used the toiletN/A

Next time I come to play please send more....H

My favourite activities today were....

Hammering and drilling the wood with the tools.

Finding the hidden spiders in the sand and scooping

Squeezing the glue bottle to make patterns and the artwork.






Message from Jode.....

Very happy fixing things everywhere with the tools today! Lots of conversation!

Today I was.... Very Happy

Today I ate....Well, loved his rice.

Today I drank 1 Bottles

Today I slept from 12.30 to 2.05

Today I used the toiletN/A

Next time I come to play please send more....Hat please

My favourite activities today were....

Hammering and drilling the wood with the tools.

Finding the hidden spiders in the sand and scooping them out with the spoon.

Squeezing the glue bottle to make patterns and then adding coloured sand to make a textured artwork.





Why Did I Use This?

1 Start with a simple summary page for the week ahead that lists the basics then extend from there as you work out what helps you to save time.

How Does This Create Links?

2 Start with a simple summary page for the week ahead that lists the basics then extend from there as you work out what helps you to save time.

Swipe This Strategy/Idea

3 If sending information home to parents via a my day form or email like this one make sure you make it quick and easy for you to fill out. Paste or insert photos from device, add checklists or options to circle instead of writing.

My Day Today Date

My Day in photos

How was my day today?

Today I was....

Happy

Busy

Tired

A little sad

Today I ate....

Well

Just picked

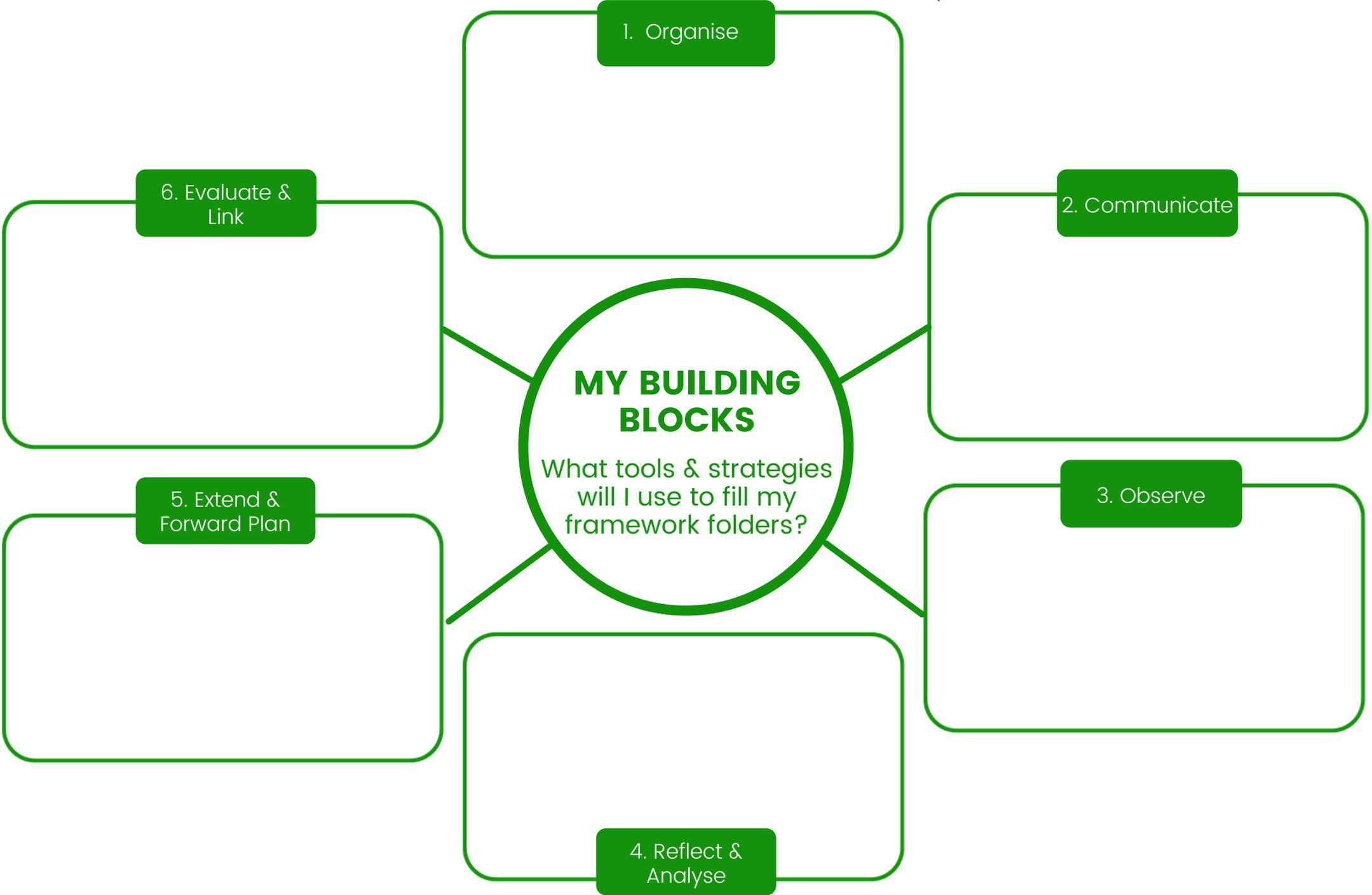
Loved eating

Educator Notes

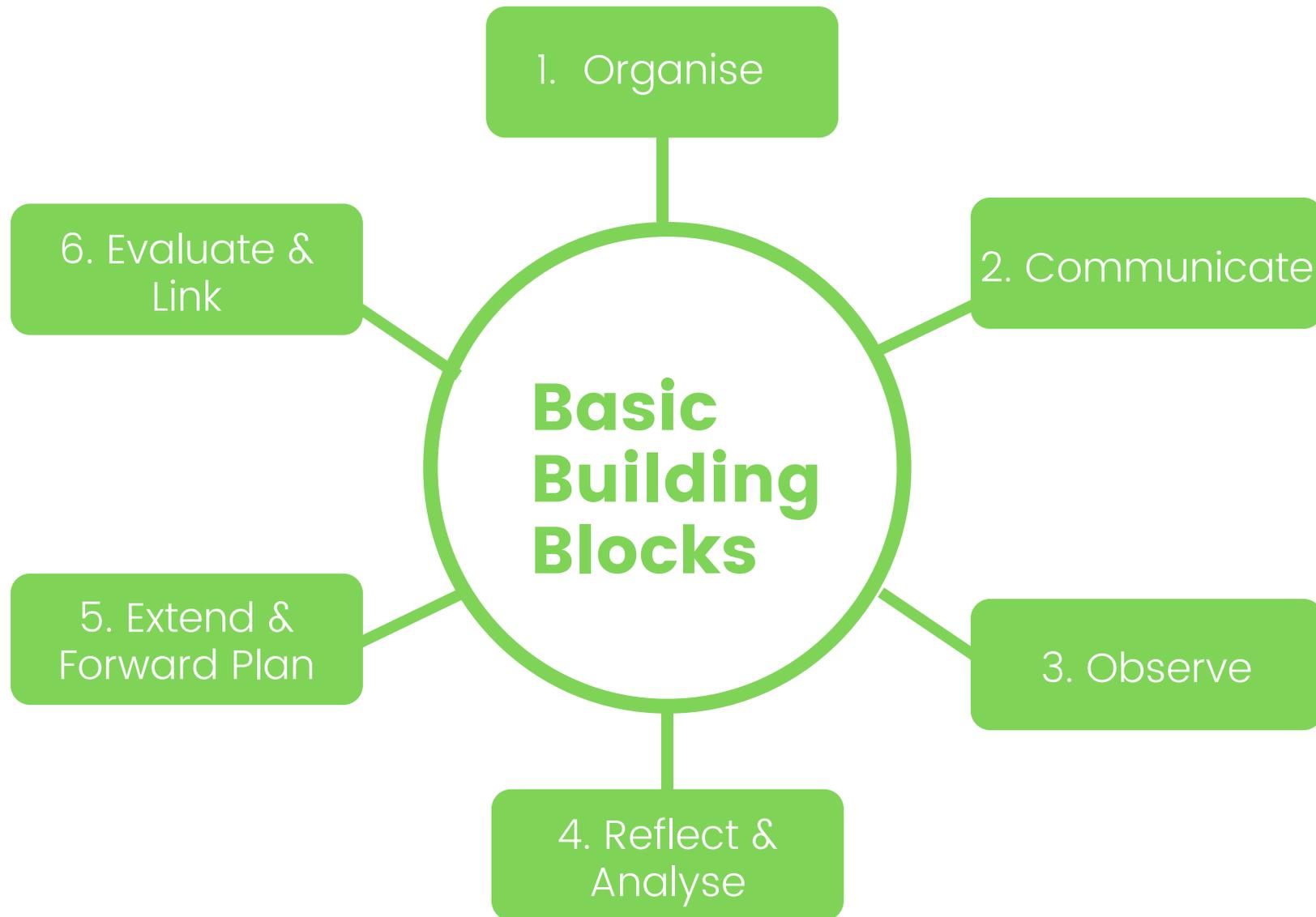
Next time I come to play please send more....

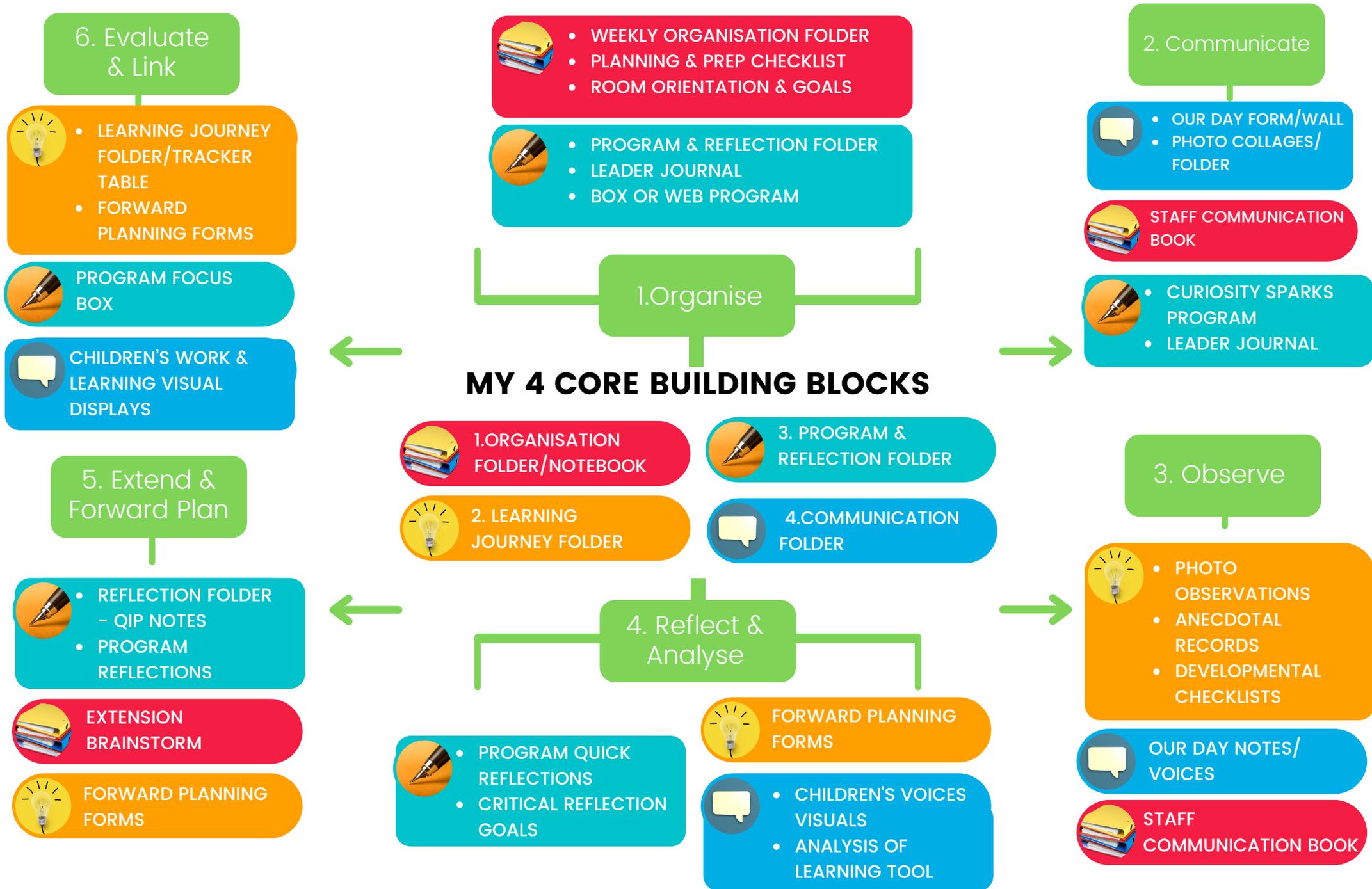
3

My favourite activity today was....



Early Learning Centre Framework Example







**BUILDING BLOCK 1
ORGANISATION FOLDER**

8 Reasons Why I *Always* Set Up And Use An Organisation Folder As A Room Leader



To tell me what resources I need this week and what I might need to buy or can ask an assistant to prep ahead of time



To summarise relevant reflections and observations from last week that have informed this week's program.



To remind me of any core focus /intentional teaching experiences & goals planned for this week's program.



To help me to recognise and action any changes, modifications or additions I need to make to the indoor or outdoor environments this week/month and why I need to (this then becomes part of my reflections).



BUILDING BLOCK 1 ORGANISATION FOLDER



To give me an easy to find space that allows me to quickly compile observation jottings, notes/questions to discuss with other room educators and Ed leader, any parent feedback or conversations, children's voices as I hear/see them and forward planning brainstorm ideas that everyone can contribute to. This part of the folder/notebook doesn't need to be neat and pretty - it's just there for adding quick collections of information during the week that I will get back to when time allows to help me continue with my planning cycle steps in more detail (connects with the program folder and team communication book).



To remind me of any special events, incursions, excursions or community visits I need to allow time or resources for.



To give me (and those who work with me in the same room) the best possible chance of starting the week feeling confident and organised instead of rushed and frustrated.



To help me show evidence of a consistent and ongoing cycle of self assessment and looking forward using information gathered from other room educators, reflections, children, parents, environment and community.



EMPOWERED ED TAKE ACTION TIPS

Like the idea of an organisation folder but not sure where to start? Take action instead of procrastinating with these 4 tips.

1

Decide whether you prefer to use a hard copy paper folder, folder files on the computer or a mix of both. Consider any service digital tools in use.

2

Assign a colour to your organisation folder and use a sticky dot in the same colour on any of the pages/templates you use for this folder so it is not only easy for you to recognise and use but also other educators in the room.

3

If you are working on the computer instead of with hard copies, you could label your folder with an icon, number or letter for each core folder or use a cloud tool like Gdrive to colour code and organise your folders then share access with others.

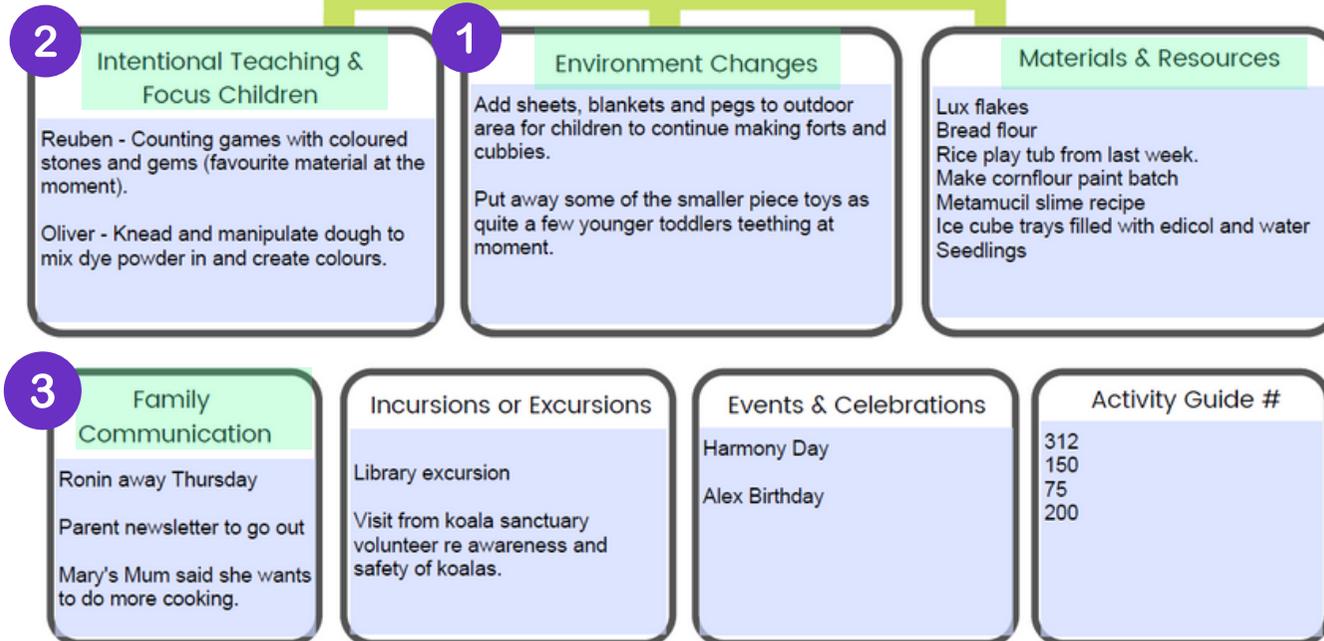
4

Start with a simple summary page for the week ahead that lists the basics then build pages from there as you work out what helps you to save time.

Take a look at some examples from one of my organisation folders for more inspiration...



What do I need to know or do to start this week feeling confident and organised?



Week 1 Program

Preparation & Planning
Week Beginning: _____

Why Did I Use This?

- 1 Writing what you want to add or change in the learning environment helps you organise for the week ahead AND gives you an opportunity to use information gathered through reflections.

How Does This Create Links?

- 2 Including forward planning activities and intentional teaching experiences you want to cover provides a quick reminder as you prepare materials and resources for the week ahead.

Swipe This Strategy/Idea

- 3 Using a dedicated space each week to jot a few reminders re communicating with parents shows clear evidence you are trying to connect and collaborate - even if you aren't receiving feedback.



MY WEEKLY ORGANISATION PLANNER (3-5 Years)

Week Beginning :

<p>THIS WEEK'S EARLY LEARNING FOCUS OR THEME</p> <p>Exploring nature and living things around us. 1</p> <p>Strengthening fine motor skills</p>	<p>THIS WEEK'S REFLECTIONS & OBSERVATIONS THAT MAY GUIDE PLANNING THIS WEEK.</p> <p>Is there something you need to try again, do differently, observe, extend upon or introduce? Flower contact collages - use scissors to cut flowers instead of tearing.</p> <p>Group interest in flowers and gardening at moment - extend on curiosity sparks.</p> <p>Harry avoiding touching goop and upset couldn't join in last week - introduce long handled spoon for scooping and tongs.</p>
<p>SPECIAL INCURSIONS, EXCURSIONS OR COMMUNITY VISITS THIS WEEK</p> <p>Library excursion 3</p> <p>Josie's Mum who is a landscape gardener has offered to come in Tuesday to show children how to set up their 'bee garden' area.</p>	<p>ACTIVITY GUIDES NEEDED FOR THIS PLAN</p> <p>Add numbers of the activity plans required for quick reference</p> <p>#45 #211 #150</p>
<p>INDOOR ENVIRONMENT SETUP</p> <p>What do I need to add, change, modify or remove this week?</p> <p>Provide more fingerplay activities and manipulative materials for self selection.</p> <p>Calm down corner sensory space for Harry & others to retreat to as needed.</p>	<p>OUTDOOR LEARNING ENVIRONMENT SETUP</p> <p>What do I need to add, change, modify or remove this week?</p> <p>Make pegs, clips and rope available for children to use in their current cubby and tent making games.</p> <p>Seedlings and seeds ready for planting new garden, tools, gloves.</p>
<p>THIS WEEK'S SHOPPING LIST</p> <p>Cornflour Seedlings Potting Mix Large clips from \$2 shop</p> <p>CURRENT BUDGET:</p>	

2

THIS WEEK'S REFLECTIONS & OBSERVATIONS THAT MAY GUIDE PLANNING THIS WEEK.

Is there something you need to try again, do differently, observe, extend upon or introduce?
Flower contact collages - use scissors to cut flowers instead of tearing.

Group interest in flowers and gardening at moment - extend on curiosity sparks.

Harry avoiding touching goop and upset couldn't join in last week - introduce long handled spoon for scooping and tongs.



Why Did I Use This?

1 Taking a few minutes at the beginning of the week to clarify your intentional teaching focus areas ensures prep, materials selection and environment setup is simpler and more meaningful.

How Does This Create Links?

2 Recording brief notes about reflections or experiences that you flagged as significant will help you write your next program and connect activities to previous documentation.

Swipe This Strategy/Idea

3 Knowing what's coming up helps your week flow more smoothly and also gives you a space to show evidence of, (and build on) community and family collaboration.



WEEKLY ADMINISTRATION & PLANNING CYCLE CHECKLIST

Week Beginning :

Number of Individual Child or group observations documented this week	5
Analysis of Learning (of documented observations) completed.	3
Forward Planning ideas/activities/suggestions recorded for next week's planning	2
Brief weekly (or daily) reflections and critical reflection notes have been completed..	yes
Home Daycare/ Family Day care time-sheets/invoices/accounts/admin completed (if applicable)	n/a
Early Learning centre/room/group (if applicable) administration paperwork completed and filed (as required weekly).	yes
Toy rotation organised for next week (if applicable)	No
Environment changes required due to group dynamics, changes in development or this week's reflections and observations have been identified	Yes
Notes/Letters/Newsletters to parents sent to parents (as required)	Wednesday
Weekly Planner completed, saved or filed.	Yes

the empowered educator

2 WEEKLY ADMINISTRATION & PLANNING CYCLE CHECKLIST

Week Beginning :

Number of Individual Child or group observations documented this week	5
Analysis of Learning (of documented observations) completed.	3
Forward Planning ideas/activities/suggestions recorded for next week's planning	2
Brief weekly (or daily) reflections and critical reflection notes have been completed..	yes

Why Did I Use This?

- 1 A simple checklist you can complete at the end of each week helps you to stay up to date with paperwork and identify and reflect on any areas in the cycle causing frustration.

How Does This Create Links?

- 2 By including core planning cycle actions to review weekly, you can keep track of the progress you are making on each child's individual learning journey week to week.

Swipe This Strategy/Idea

- 3 When you create a checklist to help you stay organised, keep it simple, easy to complete and ensure it gives you information you actually need.



1 *Daily Planner*

2 TODAY'S TOP 3 GOALS

PRIORITIES & SELF-CARE

TO-DO LIST

Morning

Afternoon

3

Night

Why Did I Use This?

1 Sometimes you just need an easy to complete tool that becomes routine but still gives you valuable planning and reflection information and this format does just that!

How Does This Create Links?

2 Setting 3 achievable goals for your day helps you to reflect on what your priorities are and why, then connect those to other areas of your work.

Swipe This Strategy/Idea

3 If your day often seems overwhelming with the tasks you need to get done break it up into sections and focus on one at a time. They should be smaller than your 3 daily goals.



My Evidence

Professional Development

Planning Cycle Steps

Environment & Experiences

What is on my wishlist?

1

How can I get this?

When will I get it by?

Date:

Who/What can help me?

What is on my wishlist?

How can I get this?

2

When will I get it by?

Date:

Who/What can help me?

What is on my wishlist?

How can I get this?

When will I get it by?

Date:

Who/What can help me?

Why Did I Use This?

- 1 It saves a lot of time in the long run when you have a process that tells you where all of the information sources you collect for your planning, assessment, goals and growth are kept & used.

How Does This Create Links?

- 2 Taking the time to set goals and clarify the actions you need to take to make progress shows links between self reflection and improvements or changes being made.

Swipe This Strategy/Idea

- 3 You don't have to do everything on your own! Once you set goals or define areas of improvement you also want to determine who or what will help you make it happen.



BUILDING BLOCK 2
LEARNING JOURNEY FOLDER

5 Reasons Why I *Always* Set Up And Use A Learning Journey Folder As A Room Leader



To provide a space that holds **all the information** I need to document, assess and extend a child's individual learning journey - no wasted time looking for bits and pieces and others can easily contribute information.



To give me a **quick monthly overview** of each child's progress and the assessment that has been completed so far.



To **highlight children's needs**, interests, strengths and/or developmental changes & share this with other room educators.



To help me connect all observations, incidental and intentional teaching moments, and planned activities to **meaningful extensions and programs.**



To help me **visually display my process step by step** so it's easier to modify if age groups/circumstances change or explain learning outcomes and links to an Ed Leader, Director or families if needed.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**

1

Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.

2

Divide your lever arch folder (or computer folder files) into 4 sections - **Observations/Forward Planning/Programs/Child Summary & Goals**

3

Draw a table on a page at the front of your folder and list all of the children's names, associated documentation/assessments and dates completed. Keep it simple and visual. This will become your **learning journey tracker** so you always know a child's progress at a glance and can manage your documentation time more effectively.

**Take a look at some examples from one of my learning journey folders
for more inspiration...**



Learning Story – “The Koala Bear”

Date of Observation:	Observer/Author : Jodie
Name of Child: Tara	Age Today: 3.5 years
Players: Sam, Tom, Ruby, Jackson, Lisa Tara.	

1

What Story Is Being Told?	What Does This Story Tell Me?
<p>“I’m going to draw a koala; I know how to draw them cause I saw them on holidays.”</p> <p>Tara positions the koala as a “prop” in front of her, I notice how she reflected on the shapes and attributes on the prop and began to transfer them to the paper.</p> <p>I hear Tara using ‘self talk’ to talk her way through the process.</p> <p>“Koalas need eucalyptus leaves to eat you know, I need to draw them close to its mouth so it can reach over to eat them. I know this cause we read it in the book at school and the lady told me when we saw the real koala.</p> <p>I continue to watch as Tara adds the finishing touches to her drawing, and the final piece is her drawing a baby koala onto the mummy koala’s back.</p> <p>“This is the baby one, it needs to ride on the mummy’s back until it gets bigger.”</p>	<p>Tara can share home experiences with her early learning experiences.</p> <p>Tara is capable of identifying shapes that make up a picture & recreate them on her paper (koala picture)</p> <p>Tara uses positive self-talk to talk herself through the drawing process</p> <p>Tara has knowledge of ‘facts’ about native animals (leaves) to eat and the mummy koala carrying baby on back.</p>

2

3

Learning Story Images



Why Did I Use This?

- 1 There are many ways to record an observation and it is up to the educator to decide what style suits the situation. In this case a learning story format provided the most meaningful option.

How Does This Create Links?

- 2 When recording what the information collected in an observation tells you, use the language of the EYLF or your relevant standards to simplify and ensure parents can also understand the learning & connections being made.

Swipe This Strategy/Idea

- 3 Photos and images of the children's work can help us to communicate the story of a child's learning visually.



CHILD OBSERVATION

Name: Oliver

Date: 24.9.14

Location: sensory tub

Age at time of observation: 2.3yrs



1



Oliver's Learning Journey....Oliver currently enjoys using his play to investigate, imagine and explore ideas and often expresses interest in the natural environment around him. During this activity Oliver was very busy planting some little succulents to act as 'trees' for his dinosaurs. His used his favourite trowel tool to dig a hole "to make it grow big Jodie" He showed great care with the little succulent and told me he was "being careful". Last week Oliver had helped me to plant some seedlings in the garden and it was obvious he was reflecting on this activity as he dug his hole, placed the



3

Oliver's Learning Journey....Oliver currently enjoys using his play to investigate, imagine and explore ideas and often expresses interest in the natural environment around him. During this activity Oliver was very busy planting some little succulents to act as 'trees' for his dinosaurs. His used his favourite trowel tool to dig a hole "to make it grow big Jodie" He showed great care with the little succulent and told me he was "being careful". Last week Oliver had helped me to plant some seedlings in the garden and it was obvious he was reflecting on this activity as he dug his hole, placed the sand and covered it with the sand then rearranged until it was sitting up. He then went over to the watering cans and asked for water "to make it". Once he had filled his watering can he gave the plant a good water and then began to arrange the dinosaurs around the 'tree' and engaged in the imaginative role play. He told me the sand was 'getting hot, need my water now' so he watered all of the sand to 'make mud'. During this activity Oliver demonstrated that he enjoys using his senses to explore with natural materials and is showing a growing respect, appreciation and care of the natural environment around him. Oliver is also able to use his growing language skills to convey and construct his messages with confidence and express his ideas, thoughts and feelings while playing.



Why Did I Use This?

- 1 Using photos or other media to document a child's play can help educators quickly record and reflect 'in the moment' then come back later to include more information if needed.

How Does This Create Links?

- 2 Using easy to understand references and language to analyse and explain the learning that took place ensures links to learning outcomes without the need for numbers or codes.

Swipe This Strategy/Idea

- 3 You can complete an observation in stages - I often created the visual story first then added in more detail using text when time allowed.



1

2/9

Ruby is using her fists to bang the clay into a flat shape.

3

Educators are noticing how her fingers are being used as a 'pinching' technique to shape, indent and mould the clay.

Ruby's pinch pot made 22/9/14



2

Educators have been spending time as a 2-player to teach children simple skills like squeezing, rolling, pinching. These skills can then be used to make simple pinch pots and fairy tea cups.



Ruby is smoothing out the clay with her fingers to...

Why Did I Use This?

- 1 Because it's a simple format that communicates a child's learning and progress to a parent in a way that is easy to understand but also useful.

How Does This Create Links?

- 2 Dates and references to building on skills learnt through previous intentional teaching opportunities and the use of descriptive language throughout shows clear links to an extension of learning and interests.

Swipe This Strategy/Idea

- 3 You don't need fancy photo editing apps or collages to record a child's learning - keep photos and text simple yet relevant.



Why Did I Use This?

- 1 To make the learning visual since the steps of the process and language used was the important part of what I observed and felt was meaningful.

How Does This Create Links?

- 2 Although a simple observation style, the step by step visual format and inclusion of the words 'like preschool' conveys the significance of what has taken place & the extension to learning that has been supported with this activity.

Swipe This Strategy/Idea

- 3 Take the time to listen to those little conversations because often they will tell you more than just focusing on what you see.



1 Observation for Ruby - 4.3.14

Ruby noticed the feathers on the table in the sandpit and brought a teacup over that she had just filled with sand. She pushed the spoon into the cup and then began choosing and arranging the feathers. She told Tessa she was making 'a banana smoothie' and turned the cup around as she added more feathers. She told me the feathers were 'tickly & soft' and 'might blow away in the wind!'. When she had filled every available space of sand she stood back and said 'Ta Da! Look at my smoothie!' with a high smile on her face.



Why Did I Use This?

- 1 This is another way to capture a step by step visual of events that took place as they happened. The text adds additional information to give the child a voice.

How Does This Create Links?

- 2 As we had made banana smoothies for morning tea that day, it told me that Ruby was extending on this interest by using her imagination, creativity and descriptive language skills.

Swipe This Strategy/Idea

- 3 You can be an observer as well as remaining engaged in the play and available to participate if needed.



Empowered Ed Resource Example

ELC

Child Name	7. General Learning Area Focus	EYLF Outcomes Focus	MTOP Outcome Focus	8. Extension Activity Evaluation	9. Planning Cycle Progress Check
1 Harry Example 1	EXPLORING OUR WORLD	1 - Children have a strong sen...	1 - Children have a strong sen...	✓	Loop Closed/Cycle Completed
2 Josie Example 2	FINE MOTOR/MANIPULATIVE	4 - Children are confident and...	4 - Children are confident and...		Observation Documented
3 Ruby Example 3	LET'S GET MOVING	5 - Children are effective com...	5 - Children are effective com...		Focus Activities On Next Program

Why Did I Use This?

1 As an alternative to documentation folders and files to help keep track of each child's learning journey information sources.

2

3

How Does This Create Links?

2 By displaying the progress being made on each step of the planning cycle and how it will lead to the next one using colours as a visual strategy.

Swipe This Strategy/Idea

3 When using DIY digital tools such as airtable or excel you have the control to decide what information will be useful to you and how you will record it so there is no wasted time.



1

INDIVIDUAL LEARNING JOURNEY – FORWARD PLANNING SUMMARY

Date : 5/10/18 Child's Name : Skye

Format & Date	Analysis – How Is This Meaningful?	Forward Planning Ideas	Program Date	Planned Activity Evaluation
Daily Reflection Program	<p>Skye is learning that if she practises and persists at a task she will master it and this gives a positive feeling, a sense of accomplishment.</p> <p>Skye remembered the key words and method of how to make the pinch pot and was able to manipulate the dough without any help.</p>	<p>More playdough experiences.</p> <p>Introduce clay and tools</p> <p>Add more challenging versions of the fine motor strengthening activities Skye already enjoys like threading and weaving.</p> <p>*Begin fine motor skills checklist.</p>	<p>16/10/18</p>	<p>16/10/18</p> <p>Skye spent a lot of time focused on wetting the clay and squeezing then pinching to make another 'pinch pot'. She said it 'looked like a nest' and wanted to make some eggs for it but said 'I can't'. 'I can teach you' I offered, and Skye watched and listened then had a go, she persisted for at least 10 minutes then said proudly "It's working, look it's a nest". Showed interest in learning a new skill.</p>
Anecdotal Obs				
Learning Story				
Photo Collage Obs 2/10/18				

Why Did I Use This?

- 1 This is my absolute favourite tool and I have used it for many years to make the forward planning and analysis process more visual.

How Does This Create Links?

- 2 You add information to the form from left to right as you complete each step in the planning cycle for each child. It shows you clearly when you have closed the loop with an evaluation.

Swipe This Strategy/Idea

- 3 Instead of spending time figuring out where to next all the time, first set up a step by step framework that makes sense to YOU.



Assessment of Learning Summary

Child Name: Tara

Educator: Jodie



Assessment for dates from: _____ to _____

Why Did I Use This?

- 1 To give me a way to summarise and communicate a child's learning over a certain period of time (usually 3 -6 months) using information gained from all of my documentation sources.

How Does This Create Links?

- 2 By asking children to share their thoughts we can connect what they are telling us to future planning and programs and give them the opportunity to self reflect and have their voice heard.

Swipe This Strategy/Idea

- 3 Don't just summarise what has taken place - set new learning goals and describe what actions you will take to support this child as they continue their journey.

1

Educator Reflections on growth & achievements

What has gone well? What learning outcomes have been achieved? What milestones were achieved? What progress was noticeable?

Tara has settled into preschool well. She is able to care for her own belongings and most of the time remembers her responsibilities e.g put lunchbox away, wipe space, tidy space after play. Tara was involved in making the rules at preschool and reminds her peers of them (LO 1 + 3).

Tara has shown an interest in drawing and is beginning to draw recognisable pictures.

Tara enjoys engaging in dramatic play usually involving families and dogs. She is learning how to deal with conflict, occasionally needing the support of an educator. She understands how to play fair.

2

Children and Family Voices (We value your input to help us plan your child's individual learning).

What made me feel happy, clever, proud? What can I do now? What new things have I learnt? What am I interested in right now?

"When I eat apple it makes me strong"
"I like to paint, it makes me happy"
"I learnt how to pack up in the sandpit"
"I know how to be kind to my friends"

3

New learning goals for _____ to _____

For Tara to develop skills in talking within a group. Learning social cues of conversation e.g. I talk, I stop, I listen and back and forth. To stay in context of what is being discussed.

For Tara to build patience and turn taking skills.

For Tara to slow down when drawing and draw in more detail using shapes and lines.

This is how we will support the learning goals...

Educators will model appropriate conversation etiquette when talking with Tara and in a group setting. Eds will ask questions to encourage higher level, deeper thinking.

Educators will provide experiences in small groups that encourage these skills such as board games, cooking and role plays that illustrate fairness and what to do if you want a turn.

Educators will scaffold this by breaking down the drawings into small steps. Observational drawing.



7 Reasons Why I *Always* Set Up And Use A Program & Reflection Folder As A Room Leader



To keep current blank program templates ready to write on (or type into if on computer).



To help me record brief program reflections and use this information to inform the next program and extend learning.



To keep a library of previous programs and notes for review, reflection and reuse if relevant.



To help me clarify and assign time to both day to day reflection and critical reflection by having a familiar process to follow.



BUILDING BLOCK 3 PROGRAM & REFLECTION FOLDER



To show **evidence of regular self assessment**, changes, improvements and self development.



To provide an easy way to document incidental learning, children's interests and voices and other feedback.



To help me close the loop when I need to recall a program to **evaluate previous planned intentional focus activities**.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.



Divide your lever arch folder (or computer folder files) into 4 sections -
**Program Templates/Recent Programs/Previous Programs/Monthly
Critical Reflection/Program Reflections/Quality Improvement Planning**

Take a look at some examples from my previous program and reflection folders for more inspiration...



Monthly Curriculum Plan for **1** Beginning ...

Children attending

<p>Intentional Teaching Opportunities</p> <ul style="list-style-type: none"> ⇒ Matching shapes game ⇒ Scissor skills ⇒ Counting to 10 at transition times ⇒ Shades of green—light to dark with leaves/big and small ⇒ Talking about how things grow when planting ⇒ Missing numbers card game ⇒ Numbers and spots with gems 	<p>Children's Ideas & Interests</p> <ul style="list-style-type: none"> ⇒ Trucks & zoo animals in the sandpit ⇒ Building a wall with sand slurry & big blocks outside ⇒ Scissor skill activities ⇒ Playdough bakery inside ⇒ Recycling and gardening activities—a current interest 	<p>Individual Focus Activities</p> <ul style="list-style-type: none"> ⇒ Alex - Cutting circles ,follow stickers (eye/hand coordination, scissor skills, pre writing) ⇒ Ronin - Musical statues with shape cards (interest in music & dance/ gross motor skills/balance) ⇒ Reuben— number game with coloured stones (follow directions/ counting/number recognition) ⇒ Chloe— Snipping crepe paper (scissor skills/pre writing/fine motor)
Exploring Our World	Inviting our Imagination In	Let's Get Moving



Intentional Teaching Opportunities

- ⇒ Matching shapes game
- ⇒ Colours on the feltboard
- ⇒ Counting to 10 at transition times
- ⇒ Sequencing with vegetables and fruit cards
- ⇒ Threading and scissor cutting skills
- ⇒ The season of Winter—weather and clothes
- ⇒ Days of the week (using chart)

Individual Focus Activities

- ⇒ **Marley** - Colours yellow and blue
- ⇒ **Reuben**— Baby doll play/stories/ games—getting ready for new baby in the house
- ⇒ **Lochlain**— Number games, extend on current counting interest
- ⇒ **Ronan**— Independence and social skills/activities to support confidence building and self expression.

Why Did I Use This?

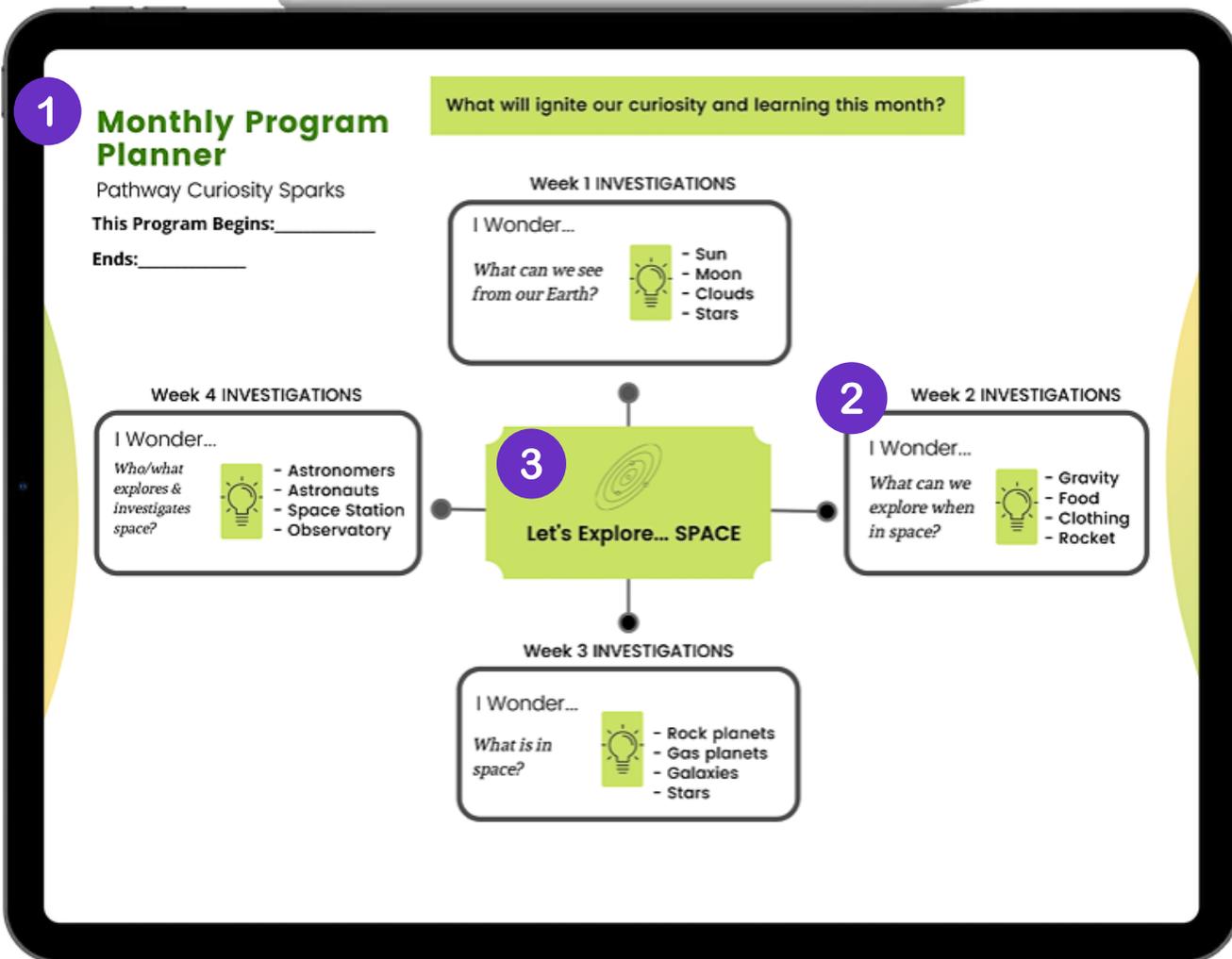
1 I have used a basic box template for many years because it is easily modified no matter the role, service type or framework. I simply create headings that fit the current planning needs.

How Does This Create Links?

2 This box provides a space to jot down any extension experiences you have planned and it gives you a reference date to quickly complete your evaluation and forward planning form.

Swipe This Strategy/Idea

3 Have a space in your plan to jot down children's emerging interests and any activities or child led experiences that evolve as a result.



Why Did I Use This?

- 1 My version of a planning web still offers structure (as I prefer to know where I'm going) but also the opportunity to incorporate both inquiry based as well and intentional learning opportunities.

How Does This Create Links?

- 2 This program format shows clear links to curiosity 'sparks', interests and questions raised by the children and how we can extend or support those through play and our environment.

Swipe This Strategy/Idea

- 3 Keep a notebook of jottings recording childrens conversations, questions, requests and interests to use as inspiration for your program and 'where to next' ideas.



Looking Forward to

1

Reflections from this program plan

(What worked, what didn't, why? Children's voices- what did they tell me?)

Car painting and making marks and patterns was very popular

Teddy bear goop game turned into a whole morning activity with sorting, counting and colour classification - need to do again.

Didn't get chance to do planned playdough pasta threading but we used playdough to make flower arrangements with the greenery and flowers picked on walk - will do again as great fine motor challenge.

3

Ideas for next plan:

(Ideas for extensions of learning from the observations, reflections and children's interests noted during this program)

Flower contact collages - use scissors to cut flowers instead of fingers (challenge Thursday group).

Very hot at moment and children requested the coloured ice cube painting again - support current group interest in gardening by freezing flowers inside ice this time

Goop teddy bear game again but add some large materials to bears so we can compare sizes too.

Toddlers

scooping.

Forward Planning Ideas

Program Date

Planned Activity Evaluation

2

More playdough experiences.
Introduce clay and tools
Add more challenging versions of the fine motor strengthening activities Skye already enjoys like threading and weaving.

16/10/18

31/10/18
Skye spent a lot of time focused on wetting the clay and squeezing then pinching to make another 'pinch pot'. She said 'looked like a nest' and wanted to make some eggs for it but said 'I can't'. 'I can teach you' I offered, and Skye watched and listened then had a go, she persisted for at

Why Did I Use This?

- 1 To give me a space to quickly jot down some reflections at the end of the weekly or monthly program while still fresh in my mind. I add this page to my box program.

How Does This Create Links?

- 2 Use the information gained from program reflections to help brainstorm meaningful forward planning ideas.

Swipe This Strategy/Idea

- 3 After completing your weekly program reflection take 2 minutes to jot down some possible ideas for your next program - this will save writing time.



REFLECTIONS ON MY PLANNING AND WC

Week Beginning :

WHAT WENT WELL?

Why? What would I do again?
What did the children's voices and actions tell me?
What factors impacted on the overall feel of this week?

1

WHAT DIDN'T GO WELL?

What could I do less of?
How could I manage this better next time?
What factors impacted on the overall feel of this week?
What did the children's voices and actions tell me?

CRITICAL REFLECTION THOUGHTS.

Refer to the Critical Reflection Guide (in Plans Made Simple member section) for suggested questions you might ask yourself or others to guide your critical reflections here.
Add to the monthly critical reflection tool.

3

POSSIBLE IDEAS OR FOLLOW ON FOR NEXT WEEK

What? When? Why?

2

EN\ Why

Why Did I Use This?

- 1 This is simply a different version of the form on previous page modified to break down the reflection process in more detail.

How Does This Create Links?

- 2 With forward planning experiences its important to decide when you will do this and why. You might not include it on your next program but when you do, it will have a date that links to the original information gathered.

Swipe This Strategy/Idea

- 3 Although critical reflection is not usually required weekly, I find jotting down a few quick notes each week helps make the process of monthly critical reflection easier and more relevant.



Curiosity Spark: Where do we see letters and numbers around us?

1

Curiosity Sparks

What do we want to extend on?

Beehives and honey after seeing some bees outside. How do they make honey? How do we get more bees?

Incidental Learning

What did I observe?

Alex & Oliver built a 'parking garage' with the hollow wooden blocks then tried to work out how to get it to stay up and how many cars could fit in each hole.

Children's Voices & Interests

What did they tell me?

Small groups quite social using board games this week.
Enjoyed rolling biscuits when cooking in group.

Intentional Teaching Moments

What learning took place?

Representations of letters and numbers using biscuits and bread dough.
Cooking experiences that helped children explore number.

How can we do this?

Library visit to borrow books about bees.
Tasting real honeycomb & different honey.
Make a small bee hotel to hang outside. Plant flowers.

What did we learn?

To persist and solve the problem. Not give up.
How to take turns and work collaboratively

2

Where could this lead?

Cooking - more opportunities to roll, squeeze and manipulate.
Games - practice 'waiting' & persistence, make up own games in groups.

Can I extend on this? How?

Introduce number music games - when the music stops children freeze in specific number groups.
Physical number games - hopscotch, ball toss etc

3

SPECIAL INCURSIONS, EXCURSIONS OR COMMUNITY VISITS THIS WEEK

Library excursion

Josie's Mum who is a landscape gardener has offered to come in Tuesday to show children how to set up their 'bee garden' area.

INDOOR ENVIRONMENT SETUP

What do I need to add, change, modify or remove this week?

Provide more fingerplay activities and manipulative materials for self selection.

Calm down corner sensory space for Harry & others to retreat to as needed.

Why Did I Use This?

- 1 It's a way to collect information that will inform a weekly or monthly program and bring all of the steps together so they can be reviewed at a glance.

How Does This Create Links?

- 2 I'm using this one form to not only record learning that took place and group observations but I'm also thinking about future possibilities and gathering information to write the next program.

Swipe This Strategy/Idea

- 3 Save time writing next week's program by jotting down ideas as you go onto the current program or in your reflection diary.



1

What Does This Story Tell Me?

Tara can share home experiences with her early learning experiences.

Tara is capable of identifying shapes that make up a picture & recreate them on her paper (koala picture)

Tara uses positive self-talk to talk herself through the drawing process

Tara has knowledge of 'facts' about native animals (leaves) to eat and the mummy koala carrying baby on back.

Format & Date	Analysis – How Is This Meaningful?
Daily Reflection Program	Skye is learning that if she practises and persists at a task she will master it and this gives a positive feeling, a sense of accomplishment.
Anecdotal Obs Learning Story	Skye remembered the key words and method of how to make the pinch pot and was able to manipulate the dough without any help.
Photo Collage Obs 2/10/18	2

Why Did I Use This?

- 1 To give me a way to show a clear record of thinking about and analysing the information I have collected from an observation and how it might be significant.

How Does This Create Links?

- 2 I gain information that helps me decide how to further support a child's pathway through future activities, environments, challenges and planning.

Swipe This Strategy/Idea

- 3 Keep analysis of learning simple – compare what you **already know** about this child to the information you just collected to help clarify what they are ready for next.



Ronin's Learning Journey....Ronin is demonstrating a keen interest in investigating and problem solving lately and really enjoys using his hands. During this activity Ronin showed great excitement as he enjoys using the small tongs during play. At first Ronin showed frustration because he could not pick up the ball with the tongs. It kept dropping before he could transfer it to the tub. He persisted even though he was finding the task difficult and was able to figure out he needed to squeeze the tongs together but then HOLD the grasp to be able to transfer the ball to the tub. He showed great pride in his achievement. Ronin told me that the goop was 'green' and 'slippery' He dipped his fingers into the slime but and made some patterns on the tray but then went back to the tub. Ronin showed he is an effective communicator by telling me "wash hands, yukky now" preferring to use tools to explore the sensory play.

3



Weekly Curiosity Spark:

1

<p>Program Reflections <i>What worked? What Didn't? Why? What would I do differently next time?</i></p> <p>Circle and square paint stamping very popular with all ages this week.</p> <p>Too much on program and not getting everything done - scale back planned activities.</p>	<p>Child Observations <i>Ready for an Evaluation Quickie</i></p> <p>Ruby Ronin</p>	<p>Family Feedback <i>Conversations, Collaboration & Comments</i></p> <p>Jenny's mum said she is a bit upset and not sleeping well at moment while dad is away. Might need more rest time or cuddles.</p>	<p>Future Curiosity Sparks <i>What interests or learning evolved this week that we could extend on next?</i></p> <p>How do bakers make lots of bread everyday?</p> <p>When we saw the wallabies out the front we wondered what else they like to eat other than grass?</p>
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2

Mini Critical Reflection

3

<p>Something new I learnt this month & how it is useful...</p> <p>Simple signs to use when singing. Children showed a real interest in participating with the actions and surprised me with how quickly they picked it up. I had been putting signing off because I thought it would be too hard.</p>	<p>Something I want to change or do better & why...</p> <p>Include more opportunities for self selection within the indoor and outdoor environment - too much on shelves again and not engaging to children. Think about what works for the children not just aesthetics.</p>	<p>Something I need to know more about & how I'll do it</p> <p>Auslan sign language - online training course</p>
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Ruby showed strong finger muscles when kneading the dough; she was capable of remembering the push, fold, turn technique previously learnt when making bread. Ruby was confident at using the dough to mould and shape it into the letters that make up her name. Ruby labelled the letters that were in front of her. 12/10/2015 L.O Children have a strong sense of wellbeing and L.O 5 Children are effective communicators.

Continue to explore phonics and rhyme through term four literacy project.



Why Did I Use This?

- 1 It provides a quick way to reflect on the current program and gather information that will inform the next program and planning.

How Does This Create Links?

- 2 Recording children's interests, outcomes, spontaneous play or learning moments throughout the week provides relevant information for forward planning and future observations that might be required.

Swipe This Strategy/Idea

- 3 Break critical reflection up into a smaller step by step process that only takes a little time to write up each week but gives you valuable information for ongoing self assessment & improvements.



Who's Playing Today?

3



Collecting gems on our treasure hunt!



Out outdoor supermarket, popular today!



Oh dear...we have a truck stand off situation here

Our Day

1



What learning evolved today through activities & play:

Everyone had lots of energy today! Here's a few of the fun activities we got up to....

- Mini chalkboard drawing. Oliver did a picture of his Mum to show us.
- Outdoor supermarket fun with bags, café table and food.
- We fed the chickens and watered the vegie garden
- Some blue painting with different shapes to name and paste
- We danced the Wiggerly Woo with the coloured scarves and sang
- counting songs
- We played with the farm animals in the sand and hid them under the car seats

The favourite activity of the day was the truck treasure hunt...the boys had to find all the coloured gems and pebbles around the yard and load them into their trucks. It was a wonderful opportunity to do some sharing, conversation about colours and size of the different rocks as well as help me to count the pebbles and gems and do some sorting.

We did lots of shapes 'work' today and at group time I read a funny story about shapes and then we played a shape name and sort game with a puzzle. I was working on shape recognition, listening skills and turn taking with this activity.



Where this might lead us:

More shape matching games, songs and stories

Different ideas for more truck treasure hunts.. shapes perhaps!



What did you enjoy most today?



Truck treasure hunt!



Pushing his favourite car!



Shape painting!

Why Did I Use This?

- 1 Parent communication tools can also be a valuable way to gather and reflect on information that can be used to inform future individual and group experiences.

How Does This Create Links?

- 2 While the core focus is communicating with families about their child's day you can also use this information to plan new learning goals and extension activities.

Swipe This Strategy/Idea

Where this might lead us:

- Making pinch pots with clay to extend on the interest shown with playdough and making pots
- Add to the balance beam obstacle course.



- 3 Being short of time is no excuse not to communicate with families each day. A few photos with a short description or a quick conversation is just as meaningful.



1

Growth Fast Forward

Critical Reflection Moment -Thinking about your answers on the previous pages, now use that information to look forward and decide how you can learn from your reflections and take action.



What was something new I learnt while completing my planning cycle review ?

The parent communication 'our day' forms are actually providing some really meaningful observation, voices and forward planning information to include in planning so they are worth spending the time each day on even if I don't get any observation jottings done.

What did I identify that is really frustrating or difficult about my cycle?

Keeping track of what children I have completed a full planning cycle loop for each month and what to write in summative assessments.

3

How am I listening to children's ideas, and what do I do with them?

Play game in the afternoons re my happy place today, weekly ideas for setup and toys then add to program environment changes.

What would I like to change about my current documentation system? Why?

Easier and more organised way to record children's interests and voices so I can use in my program as well as some way to track learning journey documentation completed/to do.

2

Why Did I Use This?

- 1 As an easy way to prompt critical reflection in a particular focus area when I'm not sure where or how to begin. This focus area prompted a reflection on my planning cycle.

How Does This Create Links?

- 2 By identifying possible changes or actions required as a result of the reflection information gathered, we show clear links to a continuous cycle of improvement.

Swipe This Strategy/Idea

- 3 Clarify and identify what was significant to you so you can seek support. Try not to just make reflection about 'what went wrong or right' Dig a little deeper.



1

3

3

2

LOOKING FORWARD - ANALYSE & PLAN

CHILD'S NAME: _____ DATE: _____

D.O.B: _____ EDUCATOR: _____

WHAT WAS THE LEARNING GOAL THIS MONTH?

OBSERVATION COMPLETED - WHAT FORMAT & WHEN?

WHAT LEARNING TOOK PLACE? WHAT WAS SIGNIFICANT?

NEXT STEPS FORWARD - WHAT CAN I DO TO EXTEND, CHALLENGE OR SUPPORT THIS LEARNING?

Why Did I Use This?

- 1** This is one part of a step by step format I number to help educators who may not feel confident with how to analyse and then use the information gathered from an observation.

How Does This Create Links?

- 2** The information gathered here clarifies what a child might be ready for next...and how you can support this future learning journey in your role as educator.

Swipe This Strategy/Idea

- 3** Create space in your planning cycle to regularly review goals set for a child in collaboration with their parents. You can then use this information to guide your decision making and planning.

6 Reasons Why I *Always* Set Up And Use A Communication Folder As A Room Leader



To help me **communicate consistently** with families in a way that is meaningful to them and efficient for me.



To help me make my programs and the children's work more **interactive and visual** to both parents and other educators working in the room.



It provides a simple way to **link learning outcomes and goals** together in an easy to understand format.



Kickstarts conversations between parents and children, children and their peers and other educators and children.



BUILDING BLOCK 4 COMMUNICATION FOLDER



Having communication recorded in one core place helps me to reflect on what I know about each child and their family and compare this to what I'm currently observing, **allowing for more meaningful and timely child observations.**



Reminds me to continually consider ways to **document and include children's voices**, ideas, interests and needs into my overall program and invite others to also contribute.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.



Divide your lever arch folder (or computer folder files) into 4 sections - **Family Communication Tools/Learning Made Visual/Children's Voices//Family Orientation Information/Educator Communication & Contributions.**

Take a look at some examples from my previous communication folders for more inspiration...

Empowered Ed Resource Example



Who's Planning Today?
Lochlainn, Georgie, Ronin, Oliver on holidays

Our Day

Date: 21.5.14



The gang doing some drawing in the sun!



Our circle containers showing sizing

What learning evolved today through activities & play:

Lots of fun today...we did more 'big' and 'small' activities. Everyone loved getting out into the sunshine and doing some circle painting. We used big, medium and small containers to make our circles. I asked the children to 'make me a large circle...then a small circle etc' smooching the paint onto the trays with the containers was lots of messy fun too! *A fun creative activity that encouraged turntaking as we swapped around the paint colours and lots of thinking and problem solving as we explored the concepts of big and small.* There was some group drawing with the bright oil pastels. Lochlainn and Ronin made up a game rolling the crayons from the curled edge of the paper to the ground. It was hilarious they thought! *Lots of fun with fine motor and social play skills.* Inside we used some big and small craft sticks with the eucalyptus playdough. This then evolved to making some cakes and trying to roll balls to fit into the cake cases! *This activity provided an opportunity for me to talk about big and small and engage Loki and Georgie in some problem solving as they tried to find the right ones for me! There was lots of chatting too.*



What learning evolved today through activities & play:

Such a busy day today...I know I am exhausted! Goodness we had a lot of fun though and such lovely new friendships forming too!

We all loved playing with the water colour squirt bottles and trying to fill the patty cake and cube tray holes with our bottles. We also mixed the colours to see what we could make and then had to work out how to refill them from the water table. *This activity encouraged the use of fine motor skills and coordination as well as turntaking, problem solving and colour recognition.*

Ronin, Loki and Ollie had a fantastic time climbing up the mound and going down the slide. Took some thinking to get down each time with 2 feet and to wait turns until the other person finished. There was lots of working together and clapping! *This simple activity used lots of gross motor muscles and energy as well as encouraging communication skills and social play*

Ollie and Georgie decided to work together to give the baby dolls a wash and shampoo with the squeeze bottles. *A lovely little moment for social play, communication and self help role play.*

We had a picnic morning tea outside and talked about our foods and fruit as well as talking to Bo the puppy and what he might eat for morning tea! *This simple activity encouraged bonding as a group and a feeling of belonging, an awareness of foods and who likes to eat what and communication skills.*

We all did some fantastic dancing to the Wiggles with the instruments using lots of big movements and listening to directions. We also did some fast movements and some slow movements. *This musical fun encouraged the use of gross motor muscles, listening skills and following directions, social play and musical enjoyment.*

What did you enjoy most today?



Stamping big circles!



Making patterns with shape!



Opening and closing the lid on a favourite container!

Why Did I Use This?

- To communicate group experiences and children's learning to families and peers. It also provides a space to collect information about the child's voice and brief reflections on the day.

How Does This Create Links?

- Using conversational language to highlight the learning that is taking place 'just through play' creates opportunities to connect and invite input from parents and carers.

Swipe This Strategy/Idea

- Include elements to share your program and communicate experiences with families visually rather than just relying on text they might not have time to read.





1

From the children:

Loki said "Loki turn slide" when he was waiting on the mound for his turn.

Ronin said "Here's plate, finished" when he was done with morning tea...got it all the way up the steps before dropping his last few peas too!

Georgie said "Dolly bath" and proceeded to wash dolly's hair with Ollie.

Ollie said "Daddy's tractor fast" when filling it up with rice outside!

We are beginning to settle in well, a few tears here and there but lots of distraction and fun wins them over in the end!



From the children:

We are friends!!!!

2



Tessa and Ruby making ice cream sundaes with sand and feathers!

3

What did you enjoy most today?



Why Did I Use This?

- 1 This is a simple way to document children's voices and interests. I like to add a little context to help parents see the bigger picture of what was happening.

How Does This Create Links?

- 2 Documenting children's voices and play with simple visuals provides information to reflect on at a later date and guide next steps and extensions.

Swipe This Strategy/Idea

- 3 Even if they aren't speaking yet or vocabulary is limited you can still share a child's voice. Where did they spend the most time today? Where did they run to first or seem most happy?



Who's Playing Today?

Ruby, Chloe, Tara, Ronan

3



Our colourful baked cotton balls



Fun at the farmyard small world table



Messy, sensory fun with the coloured batter and cotton balls.



Ruby doing the inch worm

Ruby is demonstrating the occupational therapy walk called "inch worm". Ruby has to bend her body - reach and walk forward with her hands whilst keeping her feet still. Ruby then stands up and repeats the process several times.

Ruby's physical skills have improved this term. Eds are noticing her improved core body strength and her willingness to achieve (L-03 L-04)

2

Why Did I Use This?

- 1 This format is simple but effective as it communicates a child's progress to parents but also provides useful information for educators to further reflect on.

How Does This Create Links?

- 2 Connections are made by referring to an improvement in physical skills - which was listed as a goal for this particular term. This provides valuable forward planning/evaluation information.

Swipe This Strategy/Idea

- 3 Keep parent communication simple yet meaningful to invite engagement in various ways instead of dwelling on 'no one ever reads it anyway' thinking.

Empowered Ed Resource Example



A game initiated by Ruby, Tara, Tessa & Alex

4
Little Speckled
Frogs
sat on a
Speckled Log.....



Our Day Wednesday

We did some circle painting and mixed colours
We used the squeeze bottles with water colours
to practice our fine motor strength
Oliver showed us how to make 'soup'
We played shops with the trolleys and practised
following directions and listening
We saw a fantastic rainbow and sunshower!



Why Did I Use This?

1 Simple photo collages can engage busy families at pickup, provide a conversation starter and show learning as it unfolded rather than just 'telling'.

How Does This Create Links?

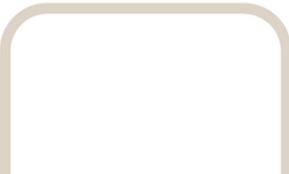
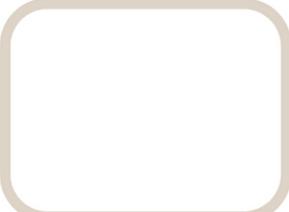
2 Use easy to understand language that connects everyday play and experiences to learning outcomes.

Swipe This Strategy/Idea

3 If sending information home to parents via a my day form or email like this one make sure you make it quick and easy for you to fill out. Paste or insert photos from device, add checklists or options to circle instead of writing.

My Day Today Date

My Day in photos



How was my day today?

Today I was

Happy

Busy

Tired

A little sad

Today I ate

Well

Just picked

Loved eating

Today I drank bottles.

Today I slept from to

Today I rested from to

Today I used the toilet

By myself

With help

With a few accidents

3

Educator Notes

Next time I come to play
please send more....

My favourite activity
today was....



1

15/9 - watching Australian animal short DVD.

Learning the facts about native animals. was our focus today in particular the platypus.

Tara watches the short film; I see her processing the information as she stares at the images.

I point out "Platypus have bills with two holes to breath through"; "Yes Just like our nostrils" Tara says.

After watching Tara draws her impression of a platypus and then brings it to me to "write the words". (see attached).

2

I ask "What did you learn today about the platypus?"

"If they stay underwater too long and in traps they will die; they need to move breaths!"



3

"platypus can get trapped under water in traps."

Why Did I Use This?

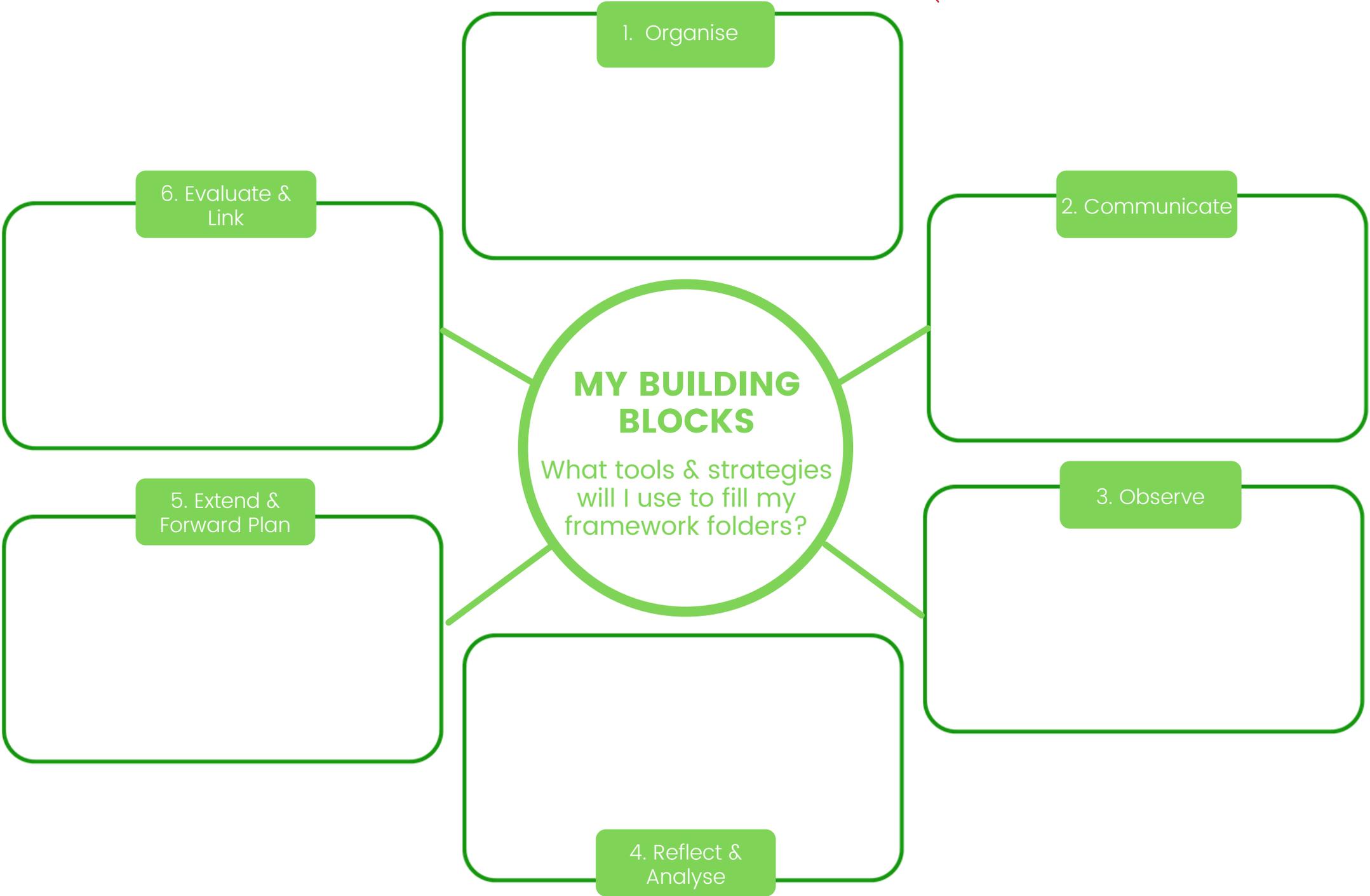
- 1 A simple observation or learning story can double as a parent communication tool or progress update if you share a little insight into the activity first and include the voice of the child.

How Does This Create Links?

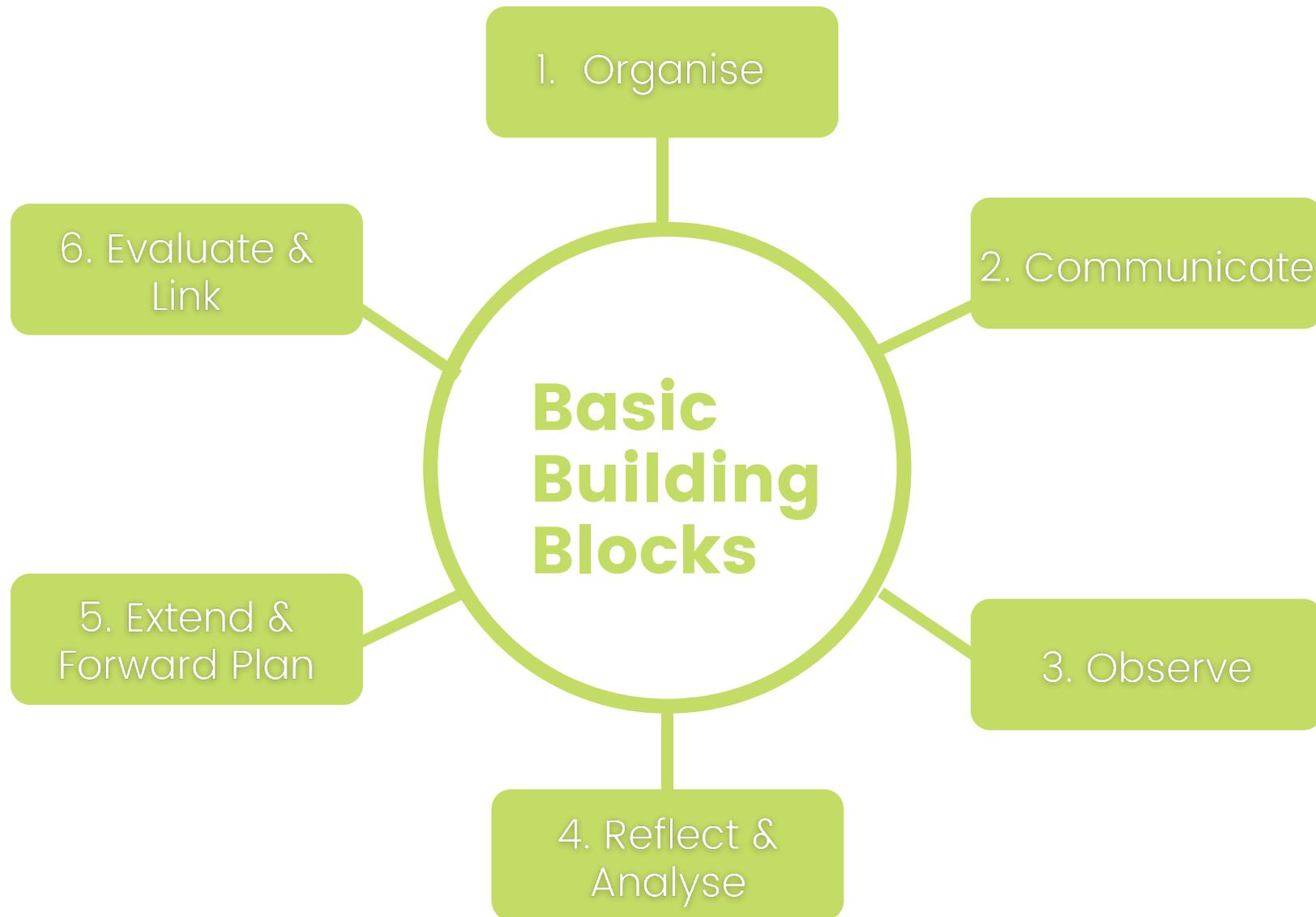
- 2 Connect learning and observations to evidence of the child's work. Photos, video, drawings, wall displays all work well. In this case a drawing linked to a request by child to 'write the words'.

Swipe This Strategy/Idea

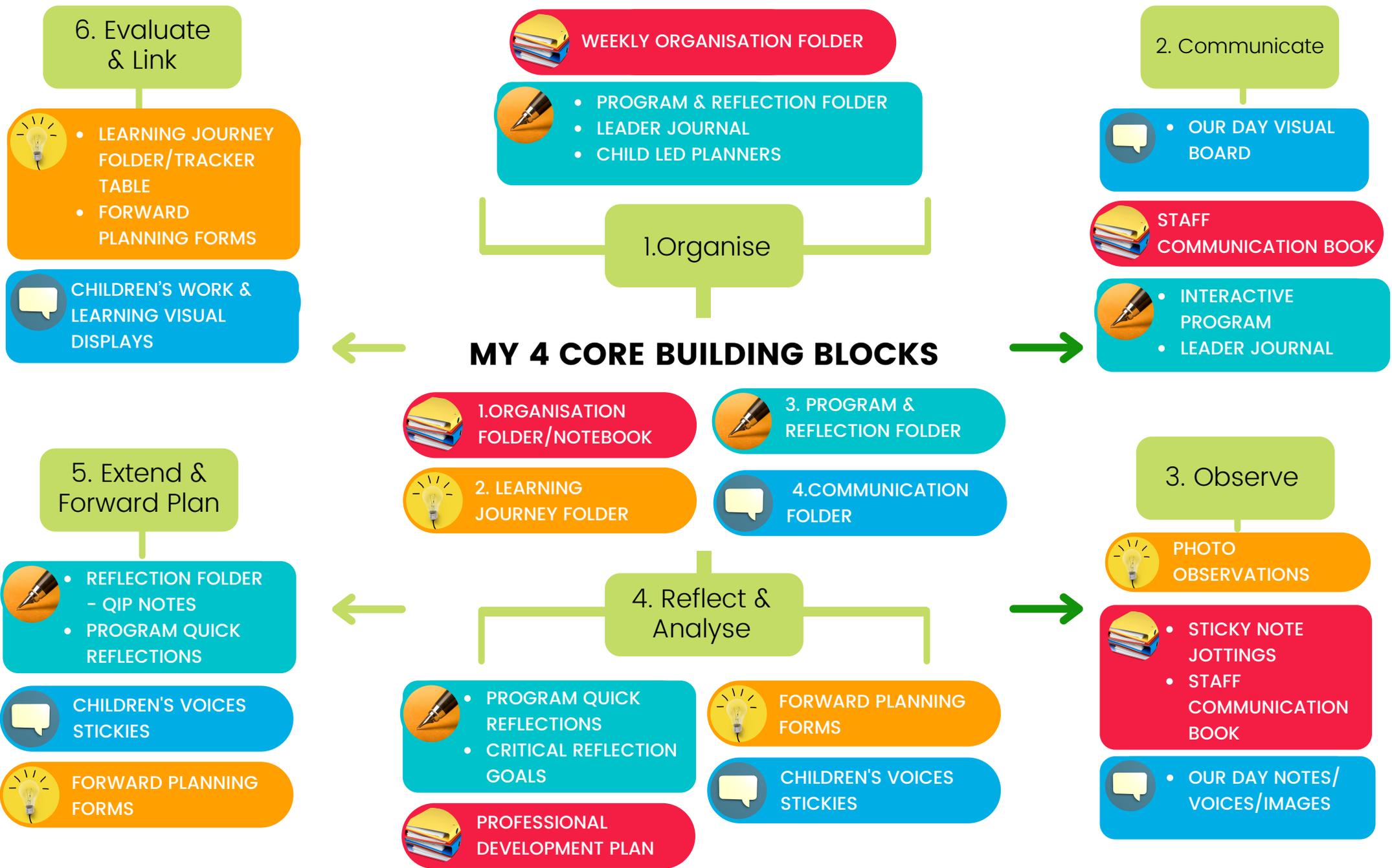
- 3 Instead of just filing artwork away into a portfolio or observation folder, visually highlight the children's work and the steps it took leading up to completion with the addition of captions/photos or their own voice.



Outside School Hours Care Framework Example



The Planning Cycle – A Personalised Framework Example FDC





8 Reasons Why I *Always* Set Up And Use An Organisation Folder For OSHC



To tell me what resources I need this week and separate into before and after school prep required.



To summarise relevant reflections and voices from last week that have informed this week's program.



To remind me of any core focus experiences/themes planned for this week's program.



To help me to recognise and action any changes, modifications or additions I need to make to the indoor or outdoor environments this week/month and why I need to (this then becomes part of my reflections).



BUILDING BLOCK 1 ORGANISATION FOLDER



To give me an easy to find space that allows me to quickly compile observation jottings, notes/questions to discuss with other room educators, any parent feedback or conversations, children's voices as I hear/see them and forward planning brainstorm ideas that everyone can contribute to. This part of the folder/notebook doesn't need to be neat and pretty - it's just there for adding quick collections of information during the week that I will get back to when time allows to help me continue with my planning cycle steps in more detail (connects with the program folder and team communication book).



To remind me of any special events, incursions, excursions or community visits I need to allow time or resources for.



To give me (and those who work with me in the same sessions) the best possible chance of starting the week feeling confident and organised instead of rushed and frustrated. To give all educators a voice.



To help me show evidence of a consistent and ongoing cycle of self assessment and looking forward using information gathered from other service educators, reflections, children, parents, school environment and community.



EMPOWERED ED TAKE ACTION TIPS

Like the idea of an organisation folder but not sure where to start? Take action instead of procrastinating with these 4 tips.

1

Decide whether you prefer to use a hard copy paper folder, folder files on the computer or a mix of both. Consider any service digital tools in use. When working with different sessions and larger numbers of educators as is usually the case in OSHC environments, **hard copies can be very useful as they are easy to pick up, stick a post it note into or quickly jot a few observations or reflection notes down then move on.**

2

Assign a colour to your organisation folder and use a sticky dot in the same colour on any of the pages/templates you use for this folder so it is not only easy for you to recognise and use but also other educators in the service.

3

If you are working on the computer instead of with hard copies, you could label your folder with an icon, number or letter for each core folder or use a cloud tool like Gdrive to colour code and organise your folders then share access with others).

4

Start with a simple summary page for the week ahead that lists the basics then build pages from there as you work out what helps you and the other educators in your team to save time.

Take a look at some examples from one of my organisation folders for more inspiration...



1 NEED TO KNOW TODAY

Date:

→ Children with Allergies or Additional Needs Today :

Sally - nuts, dairy
 John - kiwi fruit
 Sam - latex & milk
 Chbe - needs v

→ Important Messages:

Playground soft fall
 New instruments are
 be labelled before

→ Parent/Carer/Family Feedback or
 & More Communication

Mum please
 & Kaylah needs to go
 for an appointment be

2 NEED TO KNOW TODAY

→ Prep to do:

Make playdough
 Swap over outdoor play equip.
 Plug in hot glue guns
 Update communication board

→ Shopping list: **3**

→ Accidents & Incidents:

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Why Did I Use This?

- 1 Printing these forms and having a hard copy version available in a folder allows ALL educators to quickly communicate important information and it creates a process to follow.

How Does This Create Links?

- 2 Having a space for all educators working in the session to record everyday conversations with families ensures there is continuous capacity for planning inspiration and meaningful extensions.

Swipe This Strategy/Idea

- 3 If you have more than a few educators on your team it can be helpful to jot down tasks, prep and incidents that others can take the initiative with then make sure these are readily available in the communication folder.



Why Did I Use This?

- 1 Taking a few minutes at the beginning of the week to clarify your intentional teaching focus areas ensures prep, materials selection and environment setup is simpler and more meaningful.

How Does This Create Links?

- 2 Recording brief notes about reflections or experiences that you flagged as significant will help you write your next program and connect activities to previous documentation.

Swipe This Strategy/Idea

- 3 Often in OSHC environments educators are working in a space that is shared so taking the time to jot down some notes about environment setup for the week ahead helps everyone prepare & clarify expectations.

1 MY WEEKLY ORGANISATION PLANNER (6 -12 Years)

Week Beginning :

2 THIS WEEK'S EARLY LEARNING FOCUS OR THEME Making tech time more active. Encouraging engagement in other activities.	2 THIS WEEK'S REFLECTIONS & OBSERVATIONS THAT MAY GUIDE PLANNING THIS WEEK. <small>Is there something you need to try again, do differently, observe, extend upon or introduce?</small> Tech time remains area of frustration for some as they don't want to participate in any other activities - provide opportunities to combine and get interactive with the 'make your own short animation' clip activity. Recipe folder compilation and helping with online shopping order.
SPECIAL INCURSIONS, EXCURSIONS OR COMMUNITY VISITS THIS WEEK Incursion - animation classes in afternoon	ACTIVITY GUIDES NEEDED FOR THIS PLAN <small>Add numbers of the activity plans required for quick reference</small>
3 INDOOR ENVIRONMENT SETUP <small>What do I need to add, change, modify or remove this week?</small> Set up group tables and prop area for animation class. New photos and sticky note area on feedback board. Contact on walls for the vertical lego art challenge.	3 OUTDOOR LEARNING ENVIRONMENT SETUP <small>What do I need to add, change, modify or remove this week?</small> Materials and props for minute to win it games Wood offcuts, glue and tools added to construction area. Put away ninja line and climbing net this week.
THIS WEEK'S SHOPPING LIST Sticky notes PVA glue Empty boxes Cooking ingredients for afternoon tea	
CURRENT BUDGET:	

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1 *Daily Planner*

2 TODAY'S TOP 3 GOALS

PRIORITIES & SELF-CARE

TO-DO LIST

Morning

Afternoon

3

Night

Why Did I Use This?

- 1 Sometimes you just need an easy to complete tool that becomes routine but still gives you valuable planning and reflection information and this format does just that!

How Does This Create Links?

- 2 Setting 3 achievable goals for your day helps you to reflect on what your priorities are and why, then connect those to other areas of your work.

Swipe This Strategy/Idea

- 3 If your day often seems overwhelming with the tasks you need to get done break it up into sections and focus on one at a time. They should be smaller than your 3 daily goals.



My Evidence

Professional Development

Planning Cycle Steps

Environment & Experiences

What is on my wishlist?

1

How can I get this?

When will I get it by?

Date:

Who/What can help me?

What is on my wishlist?

How can I get this?

2

When will I get it by?

Date:

Who/What can help me?

What is on my wishlist?

How can I get this?

When will I get it by?

Date:

Who/What can help me?

Why Did I Use This?

- 1 If your day often seems overwhelming with the tasks you need to get done break it up into sections and focus on one at a time. They should be smaller than your 3 daily goals.

How Does This Create Links?

- 2 Taking the time to set goals and clarify the actions you need to take to make progress shows links between self reflection and improvements or changes being made.

Swipe This Strategy/Idea

- 3 You don't have to do everything on your own! Once you set goals or define areas of improvement you also want to determine who or what will help you make it happen.



1

Daily Jottings

Date:

Educators: Sookie, Jane, Tom.

i What do we need to know today?

- ✦ Medicine for April at 4.30pm.
- ✦ Jane being picked up by Aunty today.
- ✦ Wednesday group requested to finish their terrariums today.

i Planned Experiences & Reflections

- ✦ Paper plane gravity challenge popular. Some needed help with initial folding. Repeat again.
- ✦ More fruit needed when making smoothies.
- ✦ Children requested to do stretching/yoga moves every morning. Look into individual mats?

i Spontaneous Experiences & Reflections

- ✦ Small group set up their own dance party using the Wii dance mat. Organised turns & showed leadership toward younger children.
- ✦ Musical instruments were pulled out and the 'After School Animals' band formed. Extend on interest with concerts & jam sessions!

3

Why Did I Use This?

- 1 A page like this in the communication book gives everyone the opportunity to contribute to the reflections on the day while also helping educators to organise.

How Does This Create Links?

- 2 As you reflect on group experiences and individual focus activities you gather information that supports future engagement and interest from the children.

Swipe This Strategy/Idea

- 3 Include a space for all educators to access so they can help to document what planned and unplanned learning occurred. Get the children involved too - what would they like to add?



BUILDING BLOCK 2
LEARNING JOURNEY FOLDER

5 Reasons Why I *Always* Set Up And Use A Learning Journey Folder For OSHC



To provide a space that holds **all the information** I need to document, assess and extend a child's individual learning journey - no wasted time looking for bits and pieces and others can easily contribute information.



To give me a **quick monthly overview** of each child's progress and the assessment that has been completed so far.



To **highlight children's needs**, interests, strengths and/or developmental changes & share this with other room educators.



To help me connect all observations, incidental and intentional teaching moments, and planned activities to **meaningful extensions and programs.**



To help me **visually display my process step by step** so it's easier to modify if age groups/circumstances change or explain learning outcomes and links to an Ed Leader, Director or families if needed.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**

1

Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both.

2

Divide your lever arch folder (or computer folder files) into 4 sections - **Observation Jottings/Forward Planning/Child Interests & Voice/Memorable Moments**

3

Draw a table on a page at the front of your folder and list all of the children's names, associated documentation/assessments and dates completed. Keep it simple and visual. This will become your **learning journey tracker** so you always know a child's progress at a glance and can manage your documentation time more effectively.

**Take a look at some examples from one of my learning journey folders
for more inspiration...**



Empowered Ed Resource Example

OSHC

Child Name	7. General Learning Area Focus	EYLF Outcomes Focus	MTOP Outcome Focus	8. Extension Activity Evaluation	9. Planning Cycle Progress Check
1 Harry Example 1	EXPLORING OUR WORLD	1 - Children have a strong sen...	1 - Children have a strong sen...	✓	Loop Closed/Cycle Completed
2 Josie Example 2	FINE MOTOR/MANIPULATIVE	4 - Children are confident and...	4 - Children are confident and...		Observation Documented
3 Ruby Example 3	LET'S GET MOVING	5 - Children are effective com...	5 - Children are effective com...		Focus Activities On Next Program

1

Josie Example 2
DATE OF BIRTH: 1/10/2020
7. GENERAL LEARNING AREA FOCUS: FINE MOTOR/MANIPULATIVE
1 record

Harry Example 1
7. GENERAL LEARNING AREA FOCUS: EXPLORING OUR WORLD
EYLF OUTCOMES FOCUS: 1 - Children have a strong s...
MTOP OUTCOME FOCUS: 1 - Children have a strong s...
8. EXTENSION ACTIVITY EVALUATION DONE?: ✓
9. PLANNING CYCLE PROGRESS CHECK: Loop Closed/Cycle Complet...

Ruby Example 3
DATE OF BIRTH: 9/7/2019
7. GENERAL LEARNING AREA FOCUS: LET'S GET MOVING
1 record

2

3

Why Did I Use This?

- 1 As an alternative to documentation folders and files to help keep track of each child's learning journey information sources.

How Does This Create Links?

- 2 By displaying the progress being made on each step of the planning cycle and how it will lead to the next one using colours as a visual strategy.

Swipe This Strategy/Idea

- 3 When using DIY digital tools such as airtable or excel you have the control to decide what information will be useful to you and your service then how you will record it so there is no wasted time.



Individual Journey Jottings

Child Name: Harry S

i What have I been doing & saying lately?

1

"I want more tech time in the afternoons"

"Charlie keeps taking the guitar first"

"I can't do the lego, it won't stay together"

i What am I showing interest in at the moment?

Planting herbs in our new garden tubs.

Forming a 'band' and playing music with instruments.

Playstation games with Charlie & Maya

Anything lego - but gets frustrated easily.

2

📷 What Does My Play Look Like?



Why Did I Use This?

- 1 A quick to complete option to collect timely information on individual children and give educators an overview of their learning journey at this point in time.

How Does This Create Links?

- 2 Compiling information important to a child helps lead educators to the next step in your planning cycle and writing a program.

Swipe This Strategy/Idea

- 3 Give school age children the opportunity to choose their own photos and evaluate their own experiences.



Individual Journey Jottings



What Could We Plan?

Lego vertical wall challenge.

1

Music band activity + more instruments available to choose from.

Why?

2

Sticky wall makes it easier to build and will help Harry persist at the task & feel sense of accomplishment.

Provides opportunities for collaboration and leadership. Model regulating emotions by focusing on making music and calming self before speaking.



What did the planned experience look like? What was the outcome? What did the child say about it?

Lego wall activity - Harry showed excitement to see the sticky wall and ran straight to the lego box. He spent 40 mins choosing different sized blocks to stick onto the wall and told me he was making a 'brick road to space'. Harry showed frustration at one stage by pulling off the green blocks because they weren't fitting where he wanted them but after some encouragement he tried sticking them on at a different angle and declared "that's got it - I did it".

3

"I'm making a brick road to space"

"I'm getting all the yellow ones for the top bit"

"Charlie, you can do the red bits here if you want"

Why Did I Use This?

- 1 The second page in a child's 'individual journey jottings'. It provides prompts that helps collect the necessary information important to support each child's learning & inform the program.

How Does This Create Links?

- 2 There should be a purpose to any forward planning added to a program and answering the 'why' prompt clarifies the thinking and process behind this decision.

Swipe This Strategy/Idea

- 3 Don't waste all of that important planning you have done up until this point - come back to reflect on the planned activity and include input from the child to decide on next steps.



1

2

3

I Like...
Harry Potter books
Ice cream cones
My cat Bob

I Dislike...
Getting off playstation
Homework
Cleaning my room

I Enjoy...
Painting & drawing
Swimming in my pool
Playing roblox

Tara

Why Did I Use This?

- 1** To create a sense of belonging, ownership of the space and as a visual way to invite connections and conversations. Must be created in partnership with each child.

How Does This Create Links?

- 2** Supports the extension of what you already know about a child, what they want you to know and how this information can then inform the program and future interactions.

Swipe This Strategy/Idea

- 3** Keep these types of displays easy to read and visual. Ask children's permission to include or choose a photo they want to display first.



1

Add observation notes here that fit into this outcome area for further reflection & extension

8/4/20 .
I saw Jane stop and read through recipe when she was unsure. Decided to measure milk.

10/4/20 . 2
Sam went over to a younger Charlie who was crying, gave him a hug and read story to help calm.

6/4/20 . 3
Jenna was playing Uno cards in group and threw cards when she didn't win. Shouted at Skye that she cheated. Skye walked away.

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Why Did I Use This?

- 1 A quick way to help educators record how children are engaging with the program experiences, other children and using the indoor and outdoor environments.

How Does This Create Links?

- 2 Provides information and discoveries that can be collected and extended on if relevant and useful in a child's individual journey jottings and future planning.

Swipe This Strategy/Idea

- 3 Add a blank page to your service communication folder along with a stack of sticky notes and encourage all educators to keep some in their pocket to jot down anything significant they note. Stick in book at end of session.



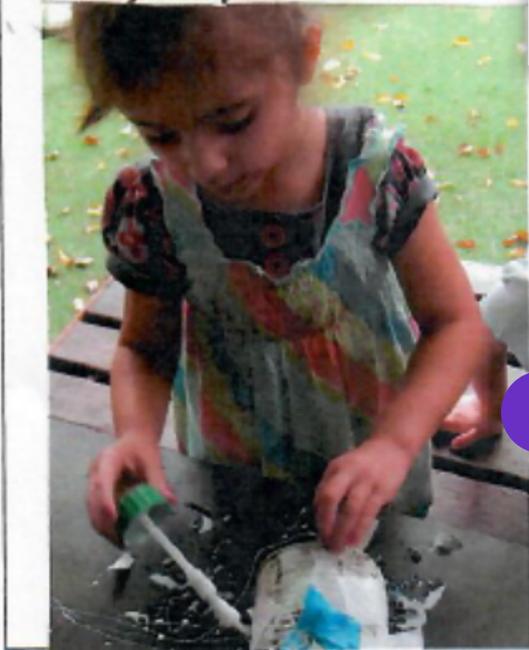
1

but I taped it all up, I know I can cut a little door" she tried cutting into the metal tin "Oh it's too hard maybe if I take this off it can be the front door" Tara rips some tape "yep that's good, Tara cuts up small squares of paper and glues them on. She finds some sparkles and glues them on. She says they are going to be the light at night time and it's for Tara. Tara spends over 30 minutes at home, stopping occasionally.



2

Using 'Junk' materials Tara decided she wanted to make a dog. She selected the materials to represent the body parts. I demonstrated how to use the glue gun and discussed the project.



3



Why Did I Use This?

- 1 It's an extension of short observation jottings and another way to learn more about how a child is playing, relaxing and learning and why they are doing something the way that they are.

How Does This Create Links?

- 2 Information gathered at regular intervals through these jottings helps to build an overall picture of a child's journey throughout the year and how they have been responded to.

Swipe This Strategy/Idea

- 3 When recording information about an activity a child is focused on, try to include an image of the 'work in progress' as well as their finished work.



1

ALL ABOUT ME



My name is...

Tara

I was born on...

7th June 2010

My family includes...

Sister Ruby
Mum
Dad
Bo the dog
Bob the cat

♥ My favourite things to do in...

Play roblox online with my friends

Paint on my canvas easel

Read Harry Potter books

3

🌿 My favourite things to do out...

Climb on the ninja line and tree

Ride my bike at the beach

Play soccer with Bo

MY VOICE

2

"I like playing Roblox in the afternoons with my friends but don't like it when Amy says we have to get off the tech and do something else"

"I wish we could do more cooking biscuits for afternoon tea"

"You need to play it with these rules as they are the right ones"

"I'm not gonna be in the game cause I'm not good at running"

Why Did I Use This?

- 1 To create a sense of belonging and ensure important information and the child's voice is gathered at the beginning of their journey in care.

How Does This Create Links?

- 2 A dedicated space to capture children's voices including questions, responses and actions helps educators gather information to inform individual and group planning.

Swipe This Strategy/Idea

- 3 With school age children there should be plenty of scope for them to add information that they see as important to them ...and as a way for you to get to know them and support them.



Why Did I Use This?

- 1 Another page from a child's individual learning journal that provides an opportunity to highlight their work and capture their voice.

How Does This Create Links?

- 2 By adding dates and including descriptions this information can then be used to link together a child's learning, wellbeing and growth.

Swipe This Strategy/Idea

- 3 If you use a journal make it more about the child and their ongoing self-reflection rather than a book for educator documentation and reflections.

1

MY IMPORTANT WORK GALLERY

Snapshots of creativity, play and learning



Date:

2

Description

I made a Australian landmark out of lego - it's the Sydney

3

MY PORTFOLIO & MEMORY BOOK



Name: Tara Singh



7 Reasons Why I *Always* Set Up And Use A Program & Reflection Folder For OSHC



To keep current blank program templates ready for children to contribute to.



To help me record brief program reflections and use this information to inform the next program and extend learning. It also provides opportunities for others to contribute to program reflections and activity ideas.



To keep a library of previous programs and notes for review, reflection, reuse or mentoring if relevant.



To help me clarify and assign time to both day to day reflection and monthly critical reflection by having a familiar process to follow.



BUILDING BLOCK 3 PROGRAM & REFLECTION FOLDER



To show **evidence of regular and service self assessment**, changes, improvements and self development.



To provide an easy way to document and collate incidental learning, children's interests and voices and other feedback.



To help close the loop when I need to recall a program to evaluate previous planned intentional focus activities or children's suggestions.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



Decide whether you will use a hard copy paper folder, folder files on the computer or a mix of both. I suggest hard copy folders for OSHC so it is easier for all educators in the session to contribute to the program along with the children.



Divide your lever arch folder into 5 sections - **Program Templates/Previous Programs/Monthly Critical Reflection/Program Reflections/Quality Improvement Planning**

Take a look at some examples from my previous program and reflection folders for more inspiration...



This Morning We...

1

Made Fruit & Yoghurt Smoothies

- ✔ This gave us an opportunity to follow directions & feel responsible.
- ✔ Choosing fruits for the smoothie helped us to look after our bodies & health.



3

Took Part In A Block Tower challenge

- ✔ This activity gave us the opportunity to use our problem solving skills and exercise persistence, patience & fair play.

Stretched & Looked After Our Bodies/Minds

- ✔ The yoga moves helped us to feel calmer and regulate our emotions before school started for the day.
- ✔ We practised balance & coordination



2

Relaxed With Friends & Played PS4 Games

- ✔ We connected with others socially and engaged with media for fun.
- ✔ We used our imagination & created roles.

Date...

Why Did I Use This?

- 1 It's a simple and visual method to document the program while also communicating the learning outcomes to family and carers.

How Does This Create Links?

- 2 Using easy to understand language that connects everyday play and experiences to learning outcomes helps keep the program meaningful for parents .

Swipe This Strategy/Idea

- 3 Include elements to share your program and communicate experiences with families visually rather than just relying on text they might not have time to read



1

What will you choose to do at school holiday care today?

Free Range Fun!

DATE:

<p>Lego & Mobilo Engineering</p> <ul style="list-style-type: none"> - Sticky Vertical Wall - Build Challenge Cards 	<p>Dramatic Play Area -</p> <p>Hairdressing/ Barber Prop Box & Dress Up Box</p>	<p>Tech Tent - 2</p> <p>Wii Sports Games (After 4.30pm only)</p>
<p>Light Box Investigation Area -</p> <p>Materials to explore this week include -</p> <ul style="list-style-type: none"> Coloured mosaic tiles Leaves Xrays 	<p>Creative Construction Corner - with tools, wood, glue and open ended materials.</p>	<p>Outdoors -</p> <p>Measuring Box Discovery - tape measures, rulers, notepads, rope, pencils etc</p> <p>Sports Equipment/Ball Barrel</p>

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Why Did I Use This?

- 1 This is step 1 of a plan I created especially for working in an outside school hours care environment. I broke it into 2 sections to support educator AND child input feeding into the program.

How Does This Create Links?

- 2 **Free Range Fun** - Group experiences and spaces are set up for children to choose from as they please during each session or revisit from interest shown in a previous session. Links to interests & requests.

Swipe This Strategy/Idea

- 3 Keep the plans simple - not overwhelming by splitting sessions into before and after school care or vacation care (as relevant to your service).

3

What will you choose to do at after school care today?

Free Range Fun!

DATE:



What will you choose to do at before school care today?
Free Range Fun! DATE: _____

1

2 Organised Activity Stations

Afternoon Tea Crew - - Prep & Bake Carrot Muffins - Prep Fruit Platter - Table Set Up & Serve	Jar Terrarium Succulent Project	Paper Plane Folding & Gravity Challenge 3
Parachute Team Games Outside	Marble Painting Trays	Rosemary Planting

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Why Did I Use This?

- 1 This is step 2 of a plan I created especially for working in an outside school hours care environment. I broke it into 2 sections to support educator AND child input feeding into the program.

How Does This Create Links?

- 2 This **Organised Activity Stations** format provides a way to incorporate previous information gathered and use it intentionally to plan experiences that extend or support. Children still choose whether to participate or not.

Swipe This Strategy/Idea

- 3 Setting up the environment with self selection 'free range' activity stations & then 1 or 2 focus experiences helps ed's manage time more effectively and engage with the children where needed.



What did the children tell us? Where will this lead us?

1

"The playground is to boring"

Add movable open ended elements to playground area including pegs, ropes, measuring tools, clamps, sheets, cardboard boxes so they can arrange space and direct own play with more autonomy and creativity.

"I wish we could do more helping with the cooking - I like following the recipe card with my friend"

Plan to include more recipe cards that are easy to follow and easy to access plates, cups, tableclothes etc for table setup to allow more opportunities for independence and responsibility.

Possibly incorporate some shared experiences with educators around menu planning and online ordering for ingredients

2

What would you like to do at after school care?

3

Three empty speech bubble shapes for children to write their responses.

Why Did I Use This?

- 1 The final page in this 3 step program was added as I wanted to tie everything together and make it more relevant for the work I was doing as coordinator in an outside school hours care service.

How Does This Create Links?

- 2 I gained information from the child's voices that helped me decide how I might further support individual children and the group through future activities, environment changes, challenges and planning.

Swipe This Strategy/Idea

- 3 Display your program at child height with pens and sticky notes close by for children to add their thoughts and suggestions. A suggestion box can work too but colourful visuals often lead to more engagement.



Daily Jottings

1

Date: Educators:

i What did the children say?

"Had fun today"

"I loved using the hammer to make my robot"

"Can we do more cooking"

i What did we see that was significant?

* Today's group made letter biscuits following a recipe to share for afternoon tea. The children used tally's & a whiteboard to work out how many of each letter needed to be made for peers.

* Emotions calmed & noise level reduced after play with parachute.

i What could we do with this information?

2

* Introduce clay to extend on this activity using a different medium.

* Friendship bracelet making with initials.

* Change routine to allow for more outdoor play & 'heavy work' for sensory processing.

More musical instruments needed as too many fights over use of equipment.

3

Children telling us they want to do more cooking on their own!

Why Did I Use This?

- 1 As a quick and easy way to record reflections, capture voices and brainstorm forward planning ideas.

How Does This Create Links?

- 2 Keeping jottings succinct makes it more likely you will take action to provide relevant extension activities in future programs and follow the child's lead if the opportunity emerges.

Swipe This Strategy/Idea

- 3 Jotting down reflections and significant or spontaneous moments of learning on sticky notes helps break up the task of forward planning into smaller steps. Some you will extend on and some you won't need too.



Monthly Curriculum Plan for Week Beginning ...

Children attending

1

Intentional Teaching Opportunities

- ⇒ Matching shapes game
- ⇒ Scissor skills
- ⇒ Counting to 10 at transition times
- ⇒ Shades of green—light to dark with leaves/big and small
- ⇒ Talking about how things grow when planting
- ⇒ Missing numbers card game
- ⇒ Numbers and spots with gems

Children's Ideas & Interests

- ⇒ Trucks & zoo animals in the sandpit
- ⇒ Building a wall with sand slurry & big blocks outside
- ⇒ Scissor skill activities
- ⇒ Playdough bakery inside
- ⇒ Recycling and gardening activities—a current interest

3

Individual Focus Activities

- ⇒ **Alex** - Cutting circles ,follow stickers (eye/hand coordination, scissor skills, pre writing)
- ⇒ **Ronin** - Musical statues with shape cards (interest in music & dance/ gross motor skills/balance)
- ⇒ **Reuben**— number game with coloured stones (follow directions/ counting/number recognition)
- ⇒ **Chloe**— Snipping crepe paper (scissor skills/pre writing/fine motor)

Exploring Our World

Inviting our Imagination In

Let's Get Moving

Intentional Teaching Opportunities

- ⇒ Matching shapes game
- ⇒ Colours on the feltboard
- ⇒ Counting to 10 at transition times
- ⇒ Sequencing with vegetables and fruit cards
- ⇒ Threading and scissor cutting skills
- ⇒ The season of Winter—weather and clothes
- ⇒ Days of the week (using chart)

Individual Focus Activities

2

- ⇒ **Marley** - Colours yellow and blue
- ⇒ **Reuben**— Baby doll play/stories/ games—getting ready for new baby in the house
- ⇒ **Lochlain**— Number games, extend on current counting interest
- ⇒ **Ronan**— Independence and social skills/activities to support confidence building and self expression.

Why Did I Use This?

- 1 I have used a basic box template for many years because it is easily modified no matter the role, service type or framework. I simply create headings that fit the current planning needs.

How Does This Create Links?

- 2 This box provides a space to jot down any extension experiences you have planned and it gives you a reference date to quickly complete your evaluations and summaries.

Swipe This Strategy/Idea

- 3 Have a space in your plan to jot down children's emerging interests and any activities or child led experiences that evolve as a result.



OUTDOOR LEARNING ENVIRONMENT SETUP

What do I need to add, change, modify or remove this week?

Materials and props for minute to win it games
Wood offcuts, glue and tools added to construction area.
Put away ninja line and climbing net this week.

1

SPECIAL INCURSIONS, EXCURSIONS OR COMMUNITY VISITS THIS WEEK

Incursion - animation classes in afternoon

3

INDOOR ENVIRONMENT SETUP

What do I need to add, change, modify or remove this week?

Set up group tables and prop area for animation class.

New photos and sticky note area on feedback board.

THIS WEEK'S REFLECTIONS & OBSERVATIONS THAT MAY GUIDE PLANNING THIS WEEK.

Is there something you need to try again, do differently, observe, extend upon or introduce?

Tech time remains area of frustration for some as they don't want to participate in any other activities - provide opportunities to combine and get interactive with the 'make your own short animation' clip activity.

Recipe folder compilation and helping with online shopping order.

2

Why Did I Use This?

- 1 Using organisation and prep tools like this ensures everyone is on the same page and expectations are clear - no matter the role or hours worked.

How Does This Create Links?

- 2 I gain information that helps me decide how to further support a child's pathway through future activities, environments, challenges and planning.

Swipe This Strategy/Idea

- 3 Save time writing next week's program by jotting down ideas as you go onto the current program or in your reflection diary.



1 Weekly Review

Date:

Educators:

i What's working? Why? How can we build on this?

- Looking Experiences
 - More recipes
 - Menu planning
 - Online shopping
- Open Ended Materials
 - self portraits with materials.
 - collectors scavenger hunt.
 - Request parent help
- Tubs & Collections
 - Visit of shop & market

i What isn't working? What changes do we need to make?

- Musical Instruments → causing tension & arguments.
 - Need more resources
 - Group challenges
 - Song writing
 - More collaborative opportunities.

i What have children & parents been telling us?

- Parents requesting clearer communication on pick up / drop off.
- Children 'bored' outside in playground area.
- Parents liking new 'our week in photos' board.

Why Did I Use This?

- 1 As a way to reflect back on the weekly program and brainstorm how I could use the information this provides me with to effectively support the program and children's needs, interests and voice.

How Does This Create Links?

- 2 Instead of just listing what isn't working I take it a step further and consider some changes or alternatives that could make a difference to our next program and children's overall wellbeing and engagement levels.

Swipe This Strategy/Idea

- 3 Use a simple web or mind map to begin processing information collected and breaking it down into easy to initiate steps and ideas.



Weekly Review 1

Date:

Educators:

i What could we do with this information?

- Set up obstacle course in playground
- Add pegs, sheets, clamps, rope to the area for building using the surrounding equipment.

i What are our goals & projects for next week?

3

- Set up tools & construction corner.
- Complete 5 Journey Jottings.
- Photos for parent newsletter.

i Individual Journey Jottings completed this week for...

Marley	Saul	Charlie
Harry	Skye	
Ronin	Reuben	

2

Prep & Planning Required :

- lego & fine motor activities.
- fizzy sand experiment (need vinegar & bi-carb).
- space learning webs printed out.
- loom bands & beads.
- Ingredients for potato & zucchini fritters.

Why Did I Use This?

- 1 It ensures information collected weekly is easily reviewed from the one place and simple to follow to go from one step of planning to the next.

How Does This Create Links?

- 2 The actual individual or group journey jottings or observations aren't written out here but a name provides an easy way to link back to the completed 'individual journey jottings' form. It also serves as a reminder to complete evaluations.

Swipe This Strategy/Idea

- 3 Wherever you record your daily, weekly or monthly reflections make sure to include a section you can list goals and how you will achieve them. Great for organisation and accountability!



What We Have Planned Next Week... 1

Woodwork
Construction Area.

- hot glue guns
- tools.
- recycle box
- wood shavings.
- * Creativity*

3

- Follow the Recipe!
- Banana Muffins
- Fruit + Kebabs.

Parachute
& Ball
Games outside.

Our Current Projects... 2

Why Did I Use This?

- 1 It's a quick, easy to read way to organise and communicate next steps in the program to both educators and families.

How Does This Create Links?

- 2 Projects or experiences often need to occur over a number of weeks or sessions so we can record current projects as a starting point then build a display of learning in progress with the addition of photos, captions etc

Swipe This Strategy/Idea

- 3 Add core activities for the week or month first then scaffold with group and individual experiences and ideas.



Looking Forward to

1

Reflections from this program plan

(What worked, what didn't, why? Children's voices- what did they tell me?)

Children asked to follow recipe on own to make afternoon tea again - they enjoyed the extra autonomy this provided.
 Sticky note feedback from older children working well using mobile whiteboard trolley. Some parents have also added comments.
 Tech time remains an area of frustration for many as they don't want to participate in any other activities. Need ideas to combine the two for active tech time.

3

Ideas for next plan:

(Ideas for extensions of learning from the observations, reflections and children's interests noted during this program)

Create recipe folder children can choose from and also create an ingredients shopping list - combine with helping me to complete the weekly online shopping order for Woolies delivery.

Look into coding and animation class

Minute to win it games have been rec

2

Forward Planning Ideas	Program Date	Planned Activity Evaluation
More playdough experiences. Introduce clay and tools Add more challenging versions of the fine motor strengthening activities Skye already enjoys like threading and weaving. *Begin fine motor skills checklist.	16/10/18	31/10/18 Skye spent a lot of time focused on wetting the clay and squeezing then pinching to make another 'pinch pot'. She said it 'looked like a nest' and wanted to make some eggs for it but said 'I can't'. 'I can teach you' I offered, and Skye watched and listened then had a go, she persisted for at least 10 minutes then said proudly "It's working, look it's a nest". Showed interest in learning a new skill.

Why Did I Use This?

- 1 To give me a space to quickly jot down some reflections at the end of the weekly or monthly program while still fresh in my mind. I add this page to my box program.

How Does This Create Links?

- 2 Use the information gained from program reflections to help brainstorm meaningful forward planning ideas. You also evaluate how the completed activities supported children.

Swipe This Strategy/Idea

- 3 After completing your weekly program reflection take 2 minutes to jot down some possible ideas for your next program - this will save writing time.



REFLECTIONS ON MY PLANNING AND WC

Week Beginning :

WHAT WENT WELL?

Why? What would I do again?
What did the children's voices and actions tell me?
What factors impacted on the overall feel of this week?

1

WHAT DIDN'T GO WELL?

What could I do less of?
How could I manage this better next time?
What factors impacted on the overall feel of this week?
What did the children's voices and actions tell me?

CRITICAL REFLECTION THOUGHTS.

Refer to the Critical Reflection Guide (in Plans Made Simple member section) for suggested questions you might ask yourself or others to guide your critical reflections here.
Add to the monthly critical reflection tool.

3

POSSIBLE IDEAS OR FOLLOW ON FOR NEXT WEEK

What? When? Why?

2

EN
Why

Why Did I Use This?

1

This is simply a different version of the form on previous page modified to break down the reflection process in more detail.

How Does This Create Links?

2

With forward planning experiences its important to decide when you will do this and why. You might not include it on your next program but when you do, it will have a date that links to the original information gathered.

Swipe This Strategy/Idea

3

Although critical reflection is not usually required weekly, I find jotting down a few quick notes each week helps make the process of monthly critical reflection easier and more relevant.



Weekly Curiosity Spark:

<p>1 Program Reflections <i>What worked? What Didn't? Why? What would I do differently next time?</i></p> <p>Circle and square paint stamping very popular with all ages this week.</p> <p>Too much on program and not getting everything done - scale back planned activities.</p>	<p>Child Observations <i>Ready for an Evaluation Quickie</i></p> <p>Ruby Ronin</p>	<p>Family Feedback <i>Conversations, Collaboration & Comments</i></p> <p>Jenny's mum said she is a bit upset and not sleeping well at moment while dad is away. Might need more rest time or cuddles.</p>	<p>2 Future Curiosity Sparks <i>What interests or learning evolved this week that we could extend on next?</i></p> <p>How do bakers make lots of bread everyday?</p> <p>When we saw the wallabies out the front we wondered what else they like to eat other than grass?</p>
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Mini Critical Reflection →

<p>Something new I learnt this month & how it is useful...</p> <p>Simple signs to use when singing. Children showed a real interest in participating with the actions and surprised me with how quickly they picked it up. I had been putting signing off because I thought it would be too hard.</p>	<p>Something I want to change or do better & why...</p> <p>Include more opportunities for self selection within the indoor and outdoor environment - too much on shelves again and not engaging to children. Think about what works for the children not just aesthetics.</p>	<p>Something I need to know more about & how I'll do it</p> <p>Auslan sign language - online training course</p>
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Program Evaluation

Review & Reflect

Week Ending: _____

<p>How can we do this?</p> <p>Library visit to borrow books about bees. Tasting real honeycomb & different honey. Make a small bee hotel to hang outside. Plant flowers.</p>	<p>What did we learn?</p> <p>To persist and solve the problem. Not give up. How to take turns and work collaboratively</p>	<p>Where could this lead?</p> <p>Cooking - more opportunities to roll, squeeze and manipulate. Games - practice 'waiting' & persistence, make up own games in groups.</p>
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Why Did I Use This?

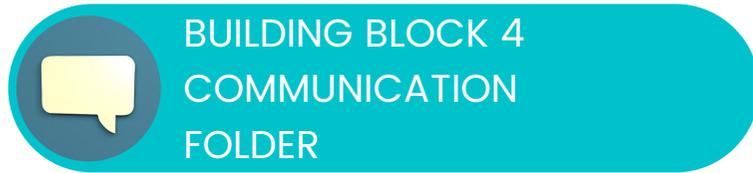
- 1 It provides a quick way to reflect on the current program and gather information that will inform the next program and planning.

How Does This Create Links?

- 2 Recording children's interests, outcomes, spontaneous play or learning moments throughout the week provides relevant information for forward planning and future support that might be required.

Swipe This Strategy/Idea

- 3 Break critical reflection up into a smaller step by step process that only takes a little time to write up each week but gives you valuable information for ongoing self assessment & improvements.



6 Reasons Why I *Always* Set Up And Use A Communication Folder For OSHC



To help me **communicate consistently with families** in a way that is meaningful to them and efficient for me.



To help me make my programs and the children's work **more interactive and visual to both parents and other educators working in the session.**



It provides a simple way to **link learning outcomes and goals together** in an easy to understand format.



Kickstarts conversations between parents and children, children and their peers and other educators and children.



Reminds me to continually consider ways to **document and include children's voices, ideas, interests and needs** into my overall program and invite others to also contribute regularly.



BUILDING BLOCK 4 COMMUNICATION FOLDER



Having communication recorded in one core place helps me to reflect on what I know about each child and their family and compare this to what I'm currently observing, allowing for more meaningful and timely child observations.



EMPOWERED ED TAKE ACTION TIPS

**Like the idea of a learning journey folder but not sure where to start?
Make a start instead of procrastinating with these 3 steps.**



1 Divide a lever arch folder into 4 sections - Family Communication Tools/Learning Made Visual/Children's Voices/Family Orientation Information/Educator Communication & Contributions



2 Set up a 'What Have We Been Doing This Week' or 'Our Week' visual photo display along with some sticky notes and pens for families and children to easily read and contribute to. Put on a mobile whiteboard or similar if you are sharing a space and can't leave photos etc up. Focus on adding a little each day to build your wall of information about the entire week instead of just one day. This way you can incorporate before and after school activities and memorable moments.

Take a look at some examples from my previous communication folders for more inspiration...

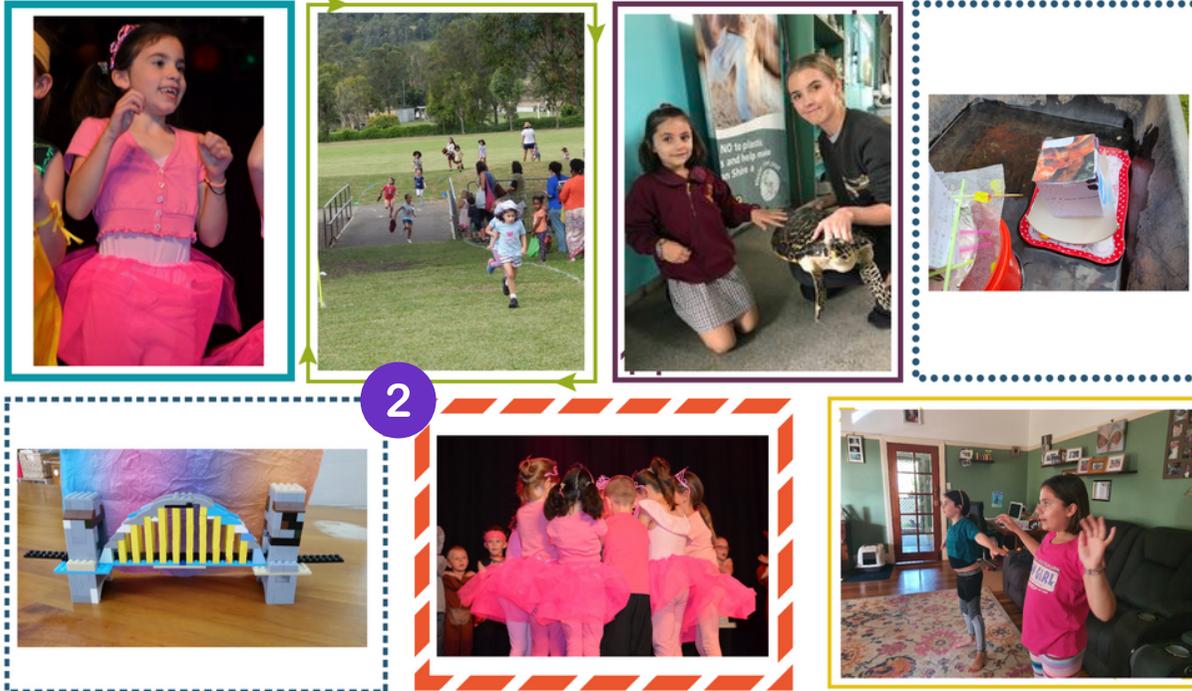


Our Moments in Time - Photo Gallery

1

How did we have fun last week?

DATE:



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Why Did I Use This?

- 1 It's a simple way to capture highlights from the week and invite conversations between children, parents and peers about the program.

How Does This Create Links?

- 2 Documenting children's voices and play with simple visuals provides information to reflect on at a later date and guide next steps and extensions.

Caught on Camera

3

Swipe This Strategy/Idea

- 3 Keep parent communication simple yet meaningful to invite engagement in various ways instead of dwelling on 'no one ever reads it anyway' thinking.



This Afternoon We... 1

Climbed & Explored in The Playground.

- ✔ This challenged our gross motor skills & provided opportunities to make choices and take control of our bodies.



3 Used Real Tools & Wood To Build.

- ✔ We showed we could manipulate equipment with growing confidence.
- ✔ Using real tools gave us the opportunity to explore their purpose and function.

Took Part In A Paper Plane Challenge

- ✔ We used investigation skills to solve problems & make predictions.
- ✔ We challenged our fine motor skills & control while folding the paper.



2



Played Team Parachute Games

- ✔ We interacted socially and took turns.
- ✔ The games gave us the opportunity to combine our fine and gross motor muscle movements and make quick decisions.

Date...

Why Did I Use This?

- 1 Simple photo collages and stories can engage busy families at pickup, provide a conversation starter and show learning as it unfolded rather than just 'stating the facts'.

How Does This Create Links?

- 2 Connect learning and observations to evidence of the child's work. Photos, video, drawings, wall displays and communication tools like this one all work well.

Swipe This Strategy/Idea

- 3 Use easy to understand language that connects everyday play and experiences to learning outcomes.



Why Did I Use This?

- 1 This format is simple but effective as it communicates a child's progress to parents but also provides useful information for educators to further reflect on.

How Does This Create Links?

- 2 Instead of just filing artwork away into a portfolio or learning journey folder, visually highlight the children's work and the steps it took leading up to completion with the addition of captions/photos or their own voice.

Swipe This Strategy/Idea

- 3 Invite children to self reflect and make it a fun, familiar experience by ensuring the autonomy and agency to complete different elements or parts of their 'story' each week.

1 A SNAPSHOT OF MY JOURNEY SO FAR

 The funniest thing I did or said this year

 Something that always made me smile

 New skills I learned this year were...

3

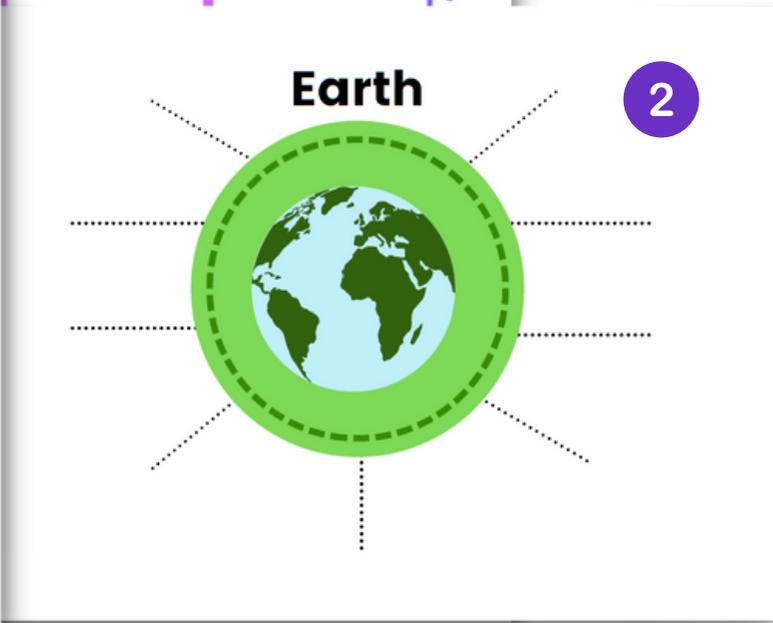




1

Learning & Inquiry Displays

I SEE 	I THINK 	I WONDER 



Why Did I Use This?

- 1 As a method for children to compile their questions, ideas, learning and research then share this with others.

How Does This Create Links?

- 2 Webs and mapping can be used to add child's thoughts and ideas to individual learning records and highlight possible future experiences, planning and investigation.

Swipe This Strategy/Idea

- 3 Create a hard copy ideas journal for all children to write or draw in if this is something they enjoy doing. Choose something with the child at the end of each week to extend learning or support wellbeing.



1 MY CURIOSITY CARD

I KNOW these things About...

I See....

I Think....

I Want to Know....

_____ **2**

Why Did I Use This?

- 1 It's a fun and easy way to support children to lead their own learning and self reflect. Keep a few printed with clipboards and pens for children to pick up when challenged.

How Does This Create Links?

- 2 Use the information or questions a child shares here to identify emerging interests and clarify new directions or planning to focus on.

3

Our Wonder Wall

Swipe This Strategy/Idea

- 3 Create a wall display or on a mobile whiteboard if a shared space and title it 'Our Wonder Wall'. Encourage children to add anything they are wondering about or investigating throughout the term. Use to help write next term's program.



Why Did I Use This?

- 1 As a way to communicate with parents and gather information from children about who and what is important to them at this moment in time.

How Does This Create Links?

- 2 Adding dates to these moments provides clear links to the experiences and reflections in corresponding programs and individual learning records as well as providing new sources of information to extend on.

Swipe This Strategy/Idea

- 3 Use these types of simple yet inclusive strategies to help children self reflect, communicate and foster a sense of belonging and partnership.

1



My favourite thing to do with my friends is...

My friends and I love to...

3



2



Date: Tuesday 7th - Dress up play this afternoon "scary nurse and vampire princess"



Date: April 10th - I built a cube that floats on water!



1 Have your say about today!

What did you choose to do today? What is one thing you'd like to do again?

Why Did I Use This?

- 1 It's a fun and interactive way for children to have their say and educators to capture their voices and use to inform their future planning and program.

How Does This Create Links?

- 2 Keep language relevant and appealing to families so you can communicate your program and the learning that is taking place across the days and weeks. Instead of using numbers to link to outcomes - make it something real.

Swipe This Strategy/Idea

- 3 Children of all ages love to know they are being helpful and important so I like to come up with special job roles for each session that I label with interesting names.

2 Why did our educators choose these activities?

To provide opportunities for children to initiate and lead activities and experiences - (cooking afternoon tea, block tower challenge, materials to build cubbies and dens outdoors)

To encourage children to share their interest in music and instruments (forming the after school 'band).

To support children to engage with media and technology safely and responsibly for fun (writing, filming & editing play).

To enable children to care for and learn from the land (planting and harvesting new herb sensory tubs)

3 Today's Special Helper Roles:

Garden Gurus - Harry & Sally
Equipment Monitors - Tom & Maya
Eco Warriors - Ruby & Charlie

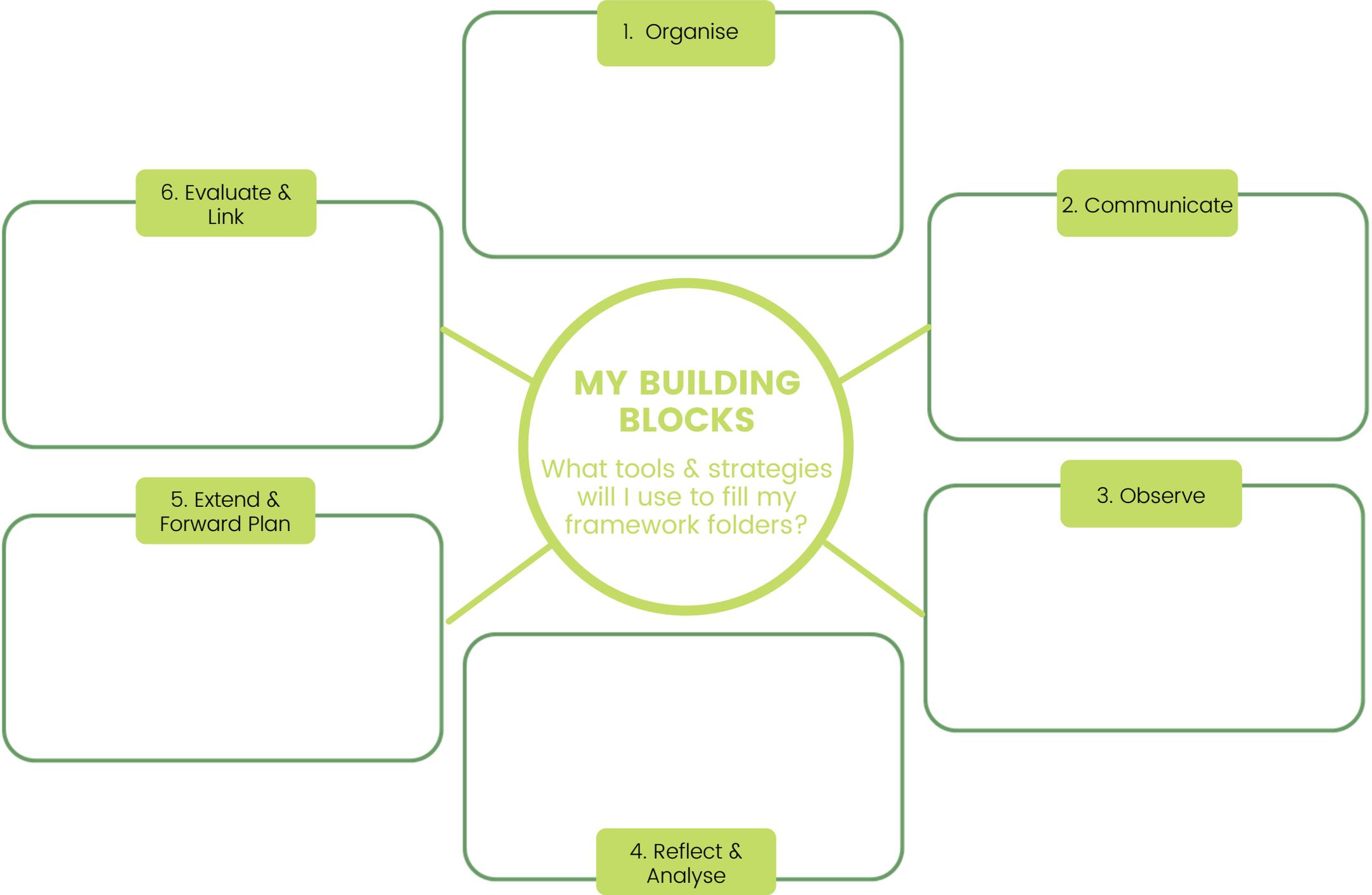
Morning tea / Cooking:

Fruit Yoghurt Smoothies

Afternoon tea / Cooking:

Potato & zucchini fritters
Fruit platter, cheese, crackers.

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