

Areas of Impact: Observational Story

for Early Years Learning Framework Version 2.0

Date:

Child(ren) name(s):

Age(s) of child(ren):

School/Site:

Observed by:

Areas of Impact: Tick applicable

Wellbeing

- Belonging and safety**
Safe to question, learn and be accepted
- Resilience and persistence**
Cope with change and challenge
- Cognitive engagement**
Engage in learning that can be tricky

Learner Agency

- Partners in learning**
Children learn with others (teachers, families, & communities)
- Voice to agency**
Children direct their learning
- Discernment and judgement**
Develop perspective and flexibility

Effective Learners

- Changing and learning**
Transfer learning, problem solve
- Critical curiosity**
Ask questions, seek to understand
- Meaning making**
Connect learning
- Creativity**
Creative thinking, problem solving
- Strategic awareness**
Autonomy and planning ahead

Excellence and Equity

- Inclusion**
Diverse learners and acceptance
- Knowledge, skills, competencies, and capabilities**
Opportunity for autonomous learning
- Breaking the link between background and excellence**
Empowerment and belief in all children
- Aboriginal learners**
Cultural identity, skills and confidence nurtured

Early Years Learning Framework Outcomes: Tick applicable

- 1. Children have a strong sense of identity**
Key words: safety, security, autonomy, interdependence, resilience, agency, knowledge, identity, self-worth, respect, care and empathy.

- 2. Children are connected with and contribute to their world**
Key words: communities, rights and responsibilities, diversity and respect, fairness, respect for environment, social learning and reciprocity.

- 3. Children have a strong sense of wellbeing**
Key words: Wellbeing (social, emotional, mental and physical), wellbeing literacy, personal safety, emotional and physical regulation.

- 4. Children are confident and involved learners**
Key words: curiosity, cooperation, creativity, commitment, confidence, enthusiasm, persistence, imagination, reflexivity, problem solving, inquiry, experimentation, hypothesising, researching, investigating. Learning: transference, connection, resource. Engage: people, place, technology, materials.

- 5. Children are effective communicators**
Key words: verbal and non-verbal interaction, range of texts and media, engagement, meaning, ideas, expression, understanding of symbols and patterns, digital technology, investigation, information.

Play Type: Tick applicable

Solitary

Onlooker

Parallel

Associative

Cooperative



Observation Record: What happened?

Describe setting, and people involved. Explain the play, interaction, conversation, actions observed. Elaborate on your role in the story. Make links to curriculum, learning and development.

Child's voice:

Encourage children to share their ideas, views, feelings and wonderings. You can explore here any ideas for future learning/play that children may have. Children may also wish to write here themselves or draw a picture to communicate.

If more than one student, attach another sheet to this observation.

Teacher/Educator/Facilitator reflections:

What did you notice or learn? Did anything surprise you? What went well? What might you like to change? How will this change your practice going forward? Can you extend on this student's learning with this information? What next? Anything to read, source, explore further?

Please fill out after you have collected children's voice.

