

**DOCUMENTATION, ASSESSMENT AND PLANNING RECORD**
**Context:**
**Observation Date:**

**Group:** Five children aged 4–5 years: Shivansh, Neomi, Romeo, Marcus, and Aalia.

**Context:** Small group *All About Me* session exploring identity, cultural heritage, and celebrations.

**Observation Notes:**

The educator introduced the session with an invitation by requesting each child to tell about his/her country of family origin. The children used a big map of the world whereby they identified India, China and Australia. Shivansh boasted how he speaks English, Hindi, and Gujarati, in contrast, Neomi and Marcus stated that they speak Chinese and English. Some of the festivals discussed in the group include Diwali, Chinese New Year and Christmas. They sketched the flags of their country with the correct symbols and colours and told personal examples of their customary family stories. During the concluding discussion, children noted various differences in their appearances like their eye colour and hair colour and differences like celebratory funs with the family.

**DOCUMENTATION**
**ASSESSMENT**

*Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.*

Domains	Milestones	Dispositions
1. Language and Communication: Countries, languages, and festivals, Vocabulary (Department of Education, 2022). 2. Cognitive: recognition of maps, interpretation of symbols (Vygotsky, 1978). 3. Fine Motor: Purposeful colouring and drawing of flags. 4. Social-Emotional: dignified hearing, pride in the traditions (Bronfenbrenner, 1979).	4-5 years: Takes part in a discussion with a group of people, learner uses vocabulary related to a topic and displays an awareness of geography emergence (DEEWR, 2009).	Interest, opening out, living heritage.

**LEARNING and CURRICULUM**

*Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in*





Learning	Curriculum Areas
Invented representation, development of language and understanding in a symbolic way (through art and stories by talking about them) (Siraj-Blatchford, 2009).	1. Humanities, Social Sciences. 2. The Arts. 3. Language & Literacy.

**THEORY and FRAMEWORKS**

Development and Education Theory	Early Years Learning Framework Principles, Practices, Outcomes
<b>The Ecological Systems Theory by Bronfenbrenner</b> References to the family and culture as major determining factors of identity (Bronfenbrenner, 1979). <b>Sociocultural Theory of Vygotsky</b> Socialization and intentional engagement with the help of instruction (Vygotsky, 1978).	<b>Principles:</b> Collaborations with families, honor of diversity. <b>Practices:</b> Play-based learning, activity-based learning, learning environments. <b>Outcomes:</b> Outcome 1: good feeling of identity. Outcome 2: Identifies with and can add to his or her world. Outcome 5: Good communication.

**PEDAGOGICAL SKILLS AND KNOWLEDGE**

*Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.*

Play-based Pedagogies	Teaching Strategies	EYLF Educator Evidence	Child Development
Art-making and storytelling in a collaborative way to cover cultural identity (Edwards, 2017).	Open-endedly wondering, scaffolding, and visual aids (Fleer, 2021).	Children were also fully involved in telling stories, and learning greetings and drawing cultural symbols.	Encouraged cultural awareness, fine motor coordination and empathy.
<b>PLANNING</b>			
<b>Objective for future holistic learning and development</b>			
To continue cultural awareness with the use of family and further discovery of traditions.			
<b>Learning Experience</b>			
<b>Learning experience name</b>	Celebrations Around the World		
<b>Experience rationale</b>	Promotes exchange of information related to different culture and promotes respect in the process (DEEWR, 2009).		
<b>Development and learning goal:</b>	<ul style="list-style-type: none"> <li>Identify similarities as well as differences between cultures.</li> <li>Tradition can be discussed with the use of descriptive language.</li> <li>Be able to work in a group.</li> </ul>		
<b>Experience outline:</b>	<ul style="list-style-type: none"> <li>Ask families to bring the accounts, song or object of celebrations.</li> <li>Design a circle Celebrations Book, to which drawing and photographs can be added.</li> <li>Act out various celebration acts.</li> </ul>		
<b>A list of materials required with photo(s):</b>	<p>World maps, art supplies, cultural artefacts, music player.</p>    		

<b>EYLF child evidence links</b>		Endorses outcomes 1, 2 and 5.
<b>Implementation plan</b>	<b>Introduction</b>	Map spectrum and sharing round.
	<b>Body</b>	Drawing, storytelling corners.
	<b>Conclusion</b>	Reflection and exhibition in a group.
	<b>Engagement questions</b>	<ul style="list-style-type: none"> <li>What is so special about your celebration?</li> <li>What in your words would be a hello?</li> <li>What is the type of music you listen to in your festival?</li> </ul>
<b>ACTING and DOING</b>		
<b>Play pedagogies</b>		The learning process involved using art, map exploration, cultural narratives to ensure involvement of children into learning about identity and diversity.
<b>Teaching strategies</b>		Disseminated inclusive language and turn taking, as well as peer instructional learning methods and interpersonal respectful communication.
<b>EYLF links</b>		In support of Outcomes 1, 2, and 5, secured by sustaining identity, cultural affiliation and communication ability.
<b>Child development</b>		Increased socialization and communication, cultural understanding and expressive language promotion.
<b>Documentation and/or digital evidence of implementation, acting and doing</b>		
<b>REFLECTING and REVIEWING</b>		
<b>How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?</b>		
<p>There was a keen interest in the children to gush out their own customs fully participating and learning about those of others. The meeting has achieved the learning goals and spontaneous peer teaching of languages provided additional layers to the process and created a culture of mutually respecting each other. The task enhanced interpersonal relations and cultural awareness. To continue the experience, it is planned as a follow up to a cultural festival day, welcoming families and the broader community in sharing work, concepts and artefacts, and a celebration of diversity, beyond expanding children intercultural experiences and their sense of belonging.</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.</li> <li>Department of Education. (2022). Belonging, being and becoming: The early years learning framework for Australia (Version 2.0). Australian Government.</li> <li>DEEWR. (2009). Belonging, being and becoming: The early years learning framework for Australia. Department of Education, Employment and Workplace Relations.</li> <li>Edwards, S. (2017). Play-based learning and intentional teaching: Forever different? Australasian Journal of Early Childhood, 42(2), 4–11. <a href="https://doi.org/10.23965/AJEC.42.2.01">https://doi.org/10.23965/AJEC.42.2.01</a></li> <li>Fleer, M. (2021). Play in the early years. Cambridge University Press.</li> <li>Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.</li> </ul>		