

**DOCUMENTATION, ASSESSMENT AND PLANNING RECORD**

<b>Context:</b>	<p>Group: 6 children (ages 3–5) – includes Romeo, Neomi, Liam, Marcus, Elijah, Aalia.</p> <p>Group discussion and art session exploring “Where I Come From” as part of the “All About Me”</p> <p><b>Observation Notes:</b>          The group surrounded a big world map. The educator assisted each child in finding the country of origin of his or her family. The children gave the names of their countries (e.g. China, Australia, Singapore) and common languages that were spoken at home. They were involved in the drawing of national flags with keen application of proper colours and patterns. In a session of discussion about the differences, children noticed that they were different in their hair and eye colour, shapes of their bodies, and cultural festivals. Some of the festivals shared were Chinese New Year, Christmas, Diwali and Dahi Handi. At the end of the session there was music and dancing of various cultures and every child was involved.</p>
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**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
<ul style="list-style-type: none"> <li>Language &amp; Communication: Changes in turns, vocabulary (country names, festival names, hello).</li> <li>Cognitive development: map reading, cultural knowledge and symbol recognition (Vygotsky, 1978).</li> <li>Fine Motor: Control of pencil, colouring, drawing of flags.</li> <li>Social-Emotional: Appreciation of peer group, self-confidence in telling personal accounts (Bronfenbrenner, 1979).</li> </ul>	<p>4-5 years of age: Will engage in group activities, will express concepts by use of drawing, will learn about differences and will exhibit initial knowledge of geography (DEEWR, 2009).</p>	<p>Teamwork, open-mindedness, interesting in things, and identity pride.</p>

**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
<ul style="list-style-type: none"> <li>Developing self-identity.</li> <li>Cultural enlightenment.</li> <li>Building group communications skills.</li> <li>Using fine motor skill through art (Siraj-Blatchford, 2009).</li> </ul>	<ul style="list-style-type: none"> <li>Humanities &amp; Social Sciences.</li> <li>The Arts.</li> <li>Language &amp; Literacy.</li> </ul>

**THEORY and FRAMEWORKS**

Development and Education Theory	Early Years Learning Framework Principles, Practices, Outcomes
<ul style="list-style-type: none"> <li><b>Ecological Systems Theory of Bronfenbrenner</b>            In this theory, family and culture are denoted as the key factors of the child development and the learning and growth must take place in an interrelated system of environments (Bronfenbrenner, 1979).</li> <li><b>The Sociocultural Theory according to Vygotsky</b>            According to the theory of Vygotsky, children are optimal learners when they socialize with their peers and their instructors, and guidance and scaffolding are beneficial to their learning (Vygotsky, 1978).</li> </ul>	<p>Even in the current situation, EYLF Principles, Practices, and Outcomes are important as the main goal is to provide young people with the best practices involved in a number of activities.</p> <p><b>Principles</b>            The principles of the EYLF that are used in this learning experience are the need to develop positive relationships with families, high expectations of every child and the respect to diversity (DEEWR, 2009).</p> <p><b>Practices</b>            These practices exhibited can be summarized as the provision of learning opportunities via play, intentional teaching approaches, and students being provided with environments that are conducive and stimulating to facilitate their learning.</p>

	<b>Outcomes</b> <p>Outcome 1: Children were equipped with a high sense of identity through sharing their cultural backgrounds and celebrating them.</p> <p>Outcome 2: children felt like they belonged to their world and belonged in it by understanding their peers cultures and showing respect to it.</p> <p>Outcome 5: The children cultivated skills as effective communicators and had discussions, questions, and shared greetings in various languages.</p>
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**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
The teacher engaged her learners in play-based learning with collaborative artwork-making and shared storytelling where children could reflect themselves through the artistic means of the culture to which they belonged (Edwards, 2017).	Prompting, scaffolding, visual aids, which are maps and flags, and facilitating peer learning were also to be used (Fleer, 2021).	This evidence of EYLF educators was achieved to create the atmosphere of active listening and reactions to the stories about culture of other children to promote respectful communication.	This model was beneficial to child development due to the development of cultural identity, development of empathy and mutual respect. It also enhanced the social skills of people and enhanced awareness about diversity among the children in the learning community.

**PLANNING**
**Objective for future holistic learning and development**

To enhance the knowledge of cultural diversity and similarities among the children by using storytelling and communal creative works.

**Learning Experience**

<b>Learning experience name</b>	Our Cultural Celebration Day
<b>Experience rationale</b>	Continues the curiosity about festivals and cultural identity by having practical experience with music, food, and clothing, and language (DEEWR, 2009).
<b>Development and learning goal:</b>	<ul style="list-style-type: none"> <li>Be aware and accord respect on cultural differences.</li> <li>Be cooperative in both planning and involvement.</li> <li>Discuss personal contact with culture.</li> </ul>
<b>Experience outline:</b>	<ul style="list-style-type: none"> <li>Families can bring music or artefacts, or clothing representative of their own cultures.</li> <li>Make collective pictures of various celebrations.</li> <li>Exchange greetings and short phrases in natives.</li> </ul>
<b>A list of materials required with photo(s):</b>	<p>World map, cultural artefacts, music player, art supplies.</p>  <p>The collage includes a world map at the top, a shophouse, a reclining chair, a small krug, red slippers, a sash cap, and a dressing table.</p>

			
EYLF child evidence links		The learning experience promoted the Outcome 1, Outcome 2, and Outcome 5 by developing self and encouraging the bonding with cultures and the communication process on a collaborative basis by drawing art and storytelling.	
Implementation plan	Introduction	Refreshing of the discussion on countries/festivals.	
	Body	Turn to enjoy activity centres (music, arts, language sharing).	
	Conclusion	Group reflection circle and share work.	
	Engagement questions	1. What special food do you at your celebration eat? 2. What do you say to say hello in your language? 3. Which colours matter to you in your festival?	
ACTING and DOING			
Play pedagogies		Children would have had a chance to engage in hands-on learning by means of interactive stations, role play and arts.	
Teaching strategies		Allowing peer sharing to happen and modelling respect and asking open-ended questions would increase active engagement and collaboration.	
EYLF links		Contrary to the Outcomes 1, 2 and 5.	
Child development		Such interventions developed social competence, Inter-cultural comprehension and expanded expressive language.	
Documentation and/or digital evidence of implementation, acting and doing			
REFLECTING and REVIEWING			
How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?			
<p>The high engagement of the children was shown as they were proud of their cultural heritage and curious about others. They accomplished the learning objectives through their sharing of their own festivals and learning among the peers. One of its outcomes was the unplanned peer language instruction (e.g. saying hello in Chinese and Hindi). My task was to make the sharing process and to establish the inclusive climate. In future, I would dedicate more than one day to looking at the different cultures and discuss them in more detail.</p>			
References			
<ul style="list-style-type: none"><li>Bronfenbrenner, U. (1979). <i>The ecology of human development: Experiments by nature and design</i>. Harvard University Press.</li><li>Department of Education. (2022). <i>Belonging, being and becoming: The early years learning framework for Australia</i> (Version 2.0). Australian Government.</li><li>DEEWR. (2009). <i>Belonging, being and becoming: The early years learning framework for Australia</i>. Department of Education, Employment and Workplace Relations.</li><li>Edwards, S. (2017). Play-based learning and intentional teaching: Forever different? <i>Australasian Journal of Early Childhood</i>, 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). <i>Play in the early years</i>. Cambridge University Press.</li><li>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Pres</li></ul>			