

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

**Observation Date:** 30-07-2025

**Child:** Shivansh (3–5 years)

All About Me” project: small group activity exploring identity, culture, and family.

**Observation Notes:**

Shivansh participated avidly in the” Where I Come From” exercise. He had been able to place India on a globe with only a little help saying, this is where my family originates. He was confident on how to speak English, Hindi and Gujarati at home. At the prompt to draw a flag he was able to painstakingly create the Indian flag in using the appropriate colours (saffron, white, green and a blue Ashoka Chakra in the middle). His grip was mature (tripod) and he had focal control and strokes were controlled. In the lesson on differences, he replied during group discussion- “We see different and have different hair” listening to the other children, elaborating their answers (Department of Education, 2022).

**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>• <b>Language and Communication:</b> Multilingualism knowledge as well as vocabulary was demonstrated (Vygotsky, 1978).</li> <li>• <b>Cognitive Development:</b> Awareness of the geographic location, understanding culture, recognition of symbols.</li> <li>• <b>Fine Motor Skills:</b> Fined control pencil grip, colouring.</li> <li>• <b>Social-Emotional:</b> Good self-image, taking turns, listening politely (Bronfenbrenner, 1979).</li> </ul>	Age 4-5 years; able to have control of writing materials, be able to identify national symbols, know how to have a two-way conversation, understand variations in culture (DEEWR, 2009).	The curiosity, stubbornness, the desire to be known as a guarantor of the culture, willingness to share knowledge.

**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
The formation of identities, appreciation of diversity, the co-ordination of the fine motors, symbolic representation. (Siraj-Blatchford, 2009).	<ul style="list-style-type: none"> <li>• Geography, culture (Humanities &amp; Social Sciences).</li> <li>• The Arts (use of drawing, colour).</li> <li>• Language (speech, multilingual awareness).</li> </ul>

**THEORY and FRAMEWORKS**

Development and Education Theory	Early Years Learning Framework Principles, Practices, Outcomes
<ul style="list-style-type: none"> <li>• <b>Sociocultural Theory by Vygotsky:</b> Learning is a social process through social interactions and scaffold of educator (Bronfenbrenner, 1979).</li> <li>• <b>Erikson Psychosocial Theory:</b> Initiative vs. guilt Guilt-Developing self-concept (Vygotsky, 1978).</li> </ul>	<p><b>Principles:</b> Diversity, high expectations and equity.</p> <p><b>Practices:</b> Deliberate instruction, learning conditions.</p> <p><b>Outcomes:</b></p> <p>Outcome 1: Children possess powerful sense of identity.</p> <p>Outcome 2: Children belong to and give back to their world.</p> <p>Outcome 5: Children are communicative.</p>

**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
Play based, Guided discovery/child-guided conversation. (Edwards, 2017).		Question/answer, scaffolding, exemplifying, supplying visual examples (map, flag iconography) (Fleer, 2021).	Guided fellow discussions, related the learning to what the children have experienced in their lives.	Fine motor control that is age-appropriate, development of symbolic thinking, awareness of culture.
PLANNING				
Objective for future holistic learning and development				
To enable Shivansh to know more about the culture of the world and to promote his creativity as well as promote the feeling of pride in being bilingual/multilingual.				
Learning Experience				
Learning experience name		Cultural Map & Story Time”		
Experience rationale		Expands Shivansh interest in geography and languages, promotes peer didactic, and reinforces intercultural understanding (DEEWR, 2009).		
Development and learning goal:		<ul style="list-style-type: none"> <li>Recognize and point out the names of various countries on a map.</li> <li>Send greetings in different language.</li> <li>Express culture by art.</li> </ul>		
Experience outline:		<ul style="list-style-type: none"> <li>Place a huge map of the world, the children locate where they were born.</li> <li>Say a hello to them in their native language.</li> <li>Make the collage or art work representing their culture.</li> </ul>		
A list of materials required with photo(s):		<p>World map, paper, markers, glue, cultural symbol images, bilingual books.</p> 		
EYLF child evidence links		Outcome 1, Outcome 2, Outcome 5.		
Implementation plan	Introduction	Invite Shivansh to point out India and share his languages.		
	Body	Facilitate peer sharing and collaborative art-making.		
	Conclusion	Display artworks with captions in home languages.		
	Engagement questions	<p>“So what language do you speak with your grandparents?”</p> <p>“What special food do are you eating during festivals?”</p> <p>“How do you say hello in your language?”</p>		
ACTING and DOING				
Play pedagogies		Co- mapping, Art-based narrative.		

Teaching strategies	Modeling, open - ended questions, facilitative peer learning.
EYLF links	Outcome 1, 2 & 5.
Child development	Promotes cultural identity, expressive language and imaginative thinking skills.
Documentation and/or digital evidence of implementation, acting and doing	
<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>Shivansh was enthusiastic in his response and has met the objective of learning in naming and representing his cultural roots visually. He was confident and eager to gain knowledge about countries of other peers. Unexpectedly, he initiated language exchange as well, where he taught peers to say Hello to each other in Gujarati. I was expected to mediate dialogue, offer materials, and mediate links between the narratives of children. In the future, I would make the session a longer project involving the family members. Our Next Steps: Ask the parents to bring cultural artefacts and tales.</p>	
<b>References</b> <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 Press.</li> </ul>	