

**DOCUMENTATION, ASSESSMENT AND PLANNING RECORD**

<b>Context:</b>	<b>Observation Date:</b>  <b>Group:</b> Twelve children aged 3–5 years.  <b>Context:</b> Large group session within the All About Me project, exploring cultural identity, languages, and celebrations.  <b>Observation Notes:</b> Children were in a circle and used a world map in order to find their country of family beginnings. They both shared their country, the languages they knew at home and a favourite celebration. Such cultures represented were India, China, Singapore, and Australia. Children used national colours and symbols in order to draw national flags. They also gave lessons on their greetings. To encourage role plays and group dances, the educator would be playing multicultural music. An activity was finished off with a reflection circle whereby children talked about similarities and differences in cultures, clothing, and celebrations (Department of Education, 2022).
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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: New words out there in greetings, names of countries, and festivals.</li> <li>Cognitive: Be aware of maps (a measure of awareness of what/where a map represents), bonds with cultures and identifying symbols (Vygotsky, 1978).</li> <li>Fine Motor: Control of the pencil and drawing of a flag.</li> <li>Social-Emotional: taking turns, empathy and respect cultures (Bronfenbrenner, 1979).</li> </ul>	4-5 years: Utilizes the skills by engaging in big group talks, being able to represent ideas through art and movement and realizes the concept of different cultures (DEEWR, 2009).	Exploration, belonging, collaboration and pride of identity.

**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
Built identity, cultural awareness, social skills and creative expression through the...art and music (Siraj-Blatchford, 2009).	1. Humanities & Social Sciences disciplinary area. 2. The Arts (music, art, dance etc.) 3. Language & Literacy.

**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 by Bronfenbrenner</b></li> <li>Acknowledges that the family and culture influences the growth of a child</li> </ul>	<b>Policies:</b> Teamwork, high hopes and diversity respect (DEEWR, 2009). <b>Practices:</b> Learning through play, purposeful teaching, being inclusive.

(Bronfenbrenner, 1979). <ul style="list-style-type: none"> <li><b>The Sociocultural Theory by Vygotsky</b></li> <li>Describes the way of learning of children in social interaction and collaboration with peers, as well as with scaffolding on the part of educators (Vygotsky, 1978)</li> </ul>	<b>Outcomes:</b> Outcome 1: Good identity feeling. Outcome 2: World connection and world contribution. Outcome 5: Communication.
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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
Collaborative art of the whole group, multicultural dance and music, role play (Edwards, 2017).	Modelling respect, use of visual aids, scaffolding interactions and open-ended questioning (Fleer, 2021).	Children listened, told and discussed how their cultures were different and the same with others.	Captured the concepts of empathy, cultural identity, cooperative learning and expressive communication.

### PLANNING

#### Objective for future holistic learning and development

The perspective is to expand the intercultural awareness of children promoting active family involvement and constant work on the cultural projects. This will not only enable the children to value diversity that exists in their community of learning, but it will also boost home-school relationships.

#### Learning Experience

Learning experience name		Our World, Our Stories
Experience rationale		This is the learning experience that can help the formation of identity, respecting differences, and encouraging significant family involvement (DEEWR, 2009). The exposure of children to other cultural perspectives through exchanges of cultural artefacts and traditions as well as sharing languages with families will enhance their perception of other cultures without feeling less impressive about their heritage.
Development and learning goal:		<ul style="list-style-type: none"><li>• Diversity exists within their community- recognise and celebrate diversity.</li><li>• Develop listening and speaking in peers and family communication.</li><li>• Engage in collaborative group tasks in which one inculcates inclusion and respect.</li></ul>
Experience outline:		The experience will commence by inviting families to bring cultural artefacts, traditional music or clothes to share to the group. Through interaction with children and families, a display of a so called world wall will be created and objects such as flags, greetings, and images that depict the cultures within the group will be presented. The next day will be a multicultural tasting and music day and children will be able to participate in sensory exploration as well as discussing cultural traditions.
A list of materials required with photo(s):		World map, art materials, music player, cultural artifacts, display boards and food (to taste).
EYLF child evidence links		Supports Outcome 1 (identity), Outcome 2 (connection with and contribution to the world) and Outcome 5 (effective communication).
Implementation plan	Introduction	As an ice breaker, perform a map and sharing circle with the kids finding their countries of origin.
	Body	Spin around music, art and language stations under the supervision of families and educators.
	Conclusion	Reflection circle Hang out together and share highlights, put up the world wall.
	Engagement questions	What is so special about your celebration? Do you want to teach us, a greeting in your native language? What music do you listen to your celebration?

### ACTING and DOING

<b>Play pedagogies</b>	Dynamic, participatory and inclusive large-group music, art and cultural role playing was promoted.
<b>Teaching strategies</b>	The teacher exemplified the use of inclusion language, and her active participation included the need to promote peer-sharing with development of active participation in all children.
<b>EYLF links</b>	In consonance with Outcomes 1, 2, and 5.
<b>Child development</b>	It was used to develop social competence, intercultural understanding and creative expression with meaningful collaboration.
<b>Documentation and/or digital evidence of implementation, acting and doing</b>	

### 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?**

The children were active and were willing to share cultural information and learn new things through their fellow learners. Learning objectives have been met but there was some additional surprise cultural role play facilitated by the peers making the learning richer. My position was to facilitate, scaffold and to make sure everyone is heard. The potential in the future is to extend this experience and turn it into a whole community cultural day, with more families and local cultural organisations involved.

### References

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Department of Education. (2022). *Belonging, being and becoming: The early years learning framework for Australia* (Version 2.0). Australian Government.
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- Edwards, S. (2017). Play-based learning and intentional teaching: Forever different? *Australasian Journal of Early Childhood*, 42(2), 4–11. <https://doi.org/10.23965/AJEC.42.2.01>
- Fleer, M. (2021). *Play in the early years*. Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.