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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | | |
| **Context:** | | | | At 10:30 AM in the Seahorse Room, eight children aged 13 to 23 months gathered on the group mat for a scheduled large group experience which is a combined story and singing session. The educator used expressive storytelling and included interactive songs with props and puppets to support attention, early language, and peer connection. | | | | |
| **DOCUMENTATION** | | | | | | | | |
| **Dialogue Transcript**  Educator: “Let’s sit together, friends. We are going to read a story and then sing!”  The educator holds up the book “Where is the Green Sheep?” by Mem Fox.  Child I (17 months): Points at the cover and says “Sheep!”  Educator: “Yes! That’s right, you saw the green sheep!”  Child J (15 months): Touches the book and babbles.  Educator: “You want to help turn the page?”  Educator reads with expression: “Here is the blue sheep. And here is the red sheep…”  Child K (22 months): “No green sheep!”  Educator: “You’re right! We still haven’t found the green sheep!”  Child L (20 months): Claps hands  Educator: “Are you excited, Child L? Let’s keep looking!”  After the story, the educator brings out a felt board with “Old MacDonald Had a Farm” pieces.  Educator: “What animal is this?” Holds up cow felt piece.  Child M (16 months): “Moo!”  Educator: “Yes! That’s a cow. Let’s sing…”  All children take part through clapping, vocalising, swaying, or watching closely. | | | | | | | | |
| **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** | |
| * Language development through word recognition, animal sounds, responsive listening (Vukatana et al., 2020). * Cognitive development by matching words to images and characters (Mcleod, 2024). * Social and Emotional development by group participation and shared excitement (Ho & Funk, 2018). * Physical development by fine motor like pointing, and clapping, gross motor like swaying, and sitting (Queensland Government, 2023). | | | | | * Recognises familiar animals and names them. * Participates in familiar songs with gestures or words. * Understands turn-taking in group contexts. | | * Inquisitive: Asked questions like No green sheep? * Engaged: Sustained attention during shared reading. * Expressive: Used sounds, gestures, or words to participate. | |
| **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** | | |
| Children showed early literacy engagement, comprehension of familiar story structure, and symbolic understanding through song and gesture. | | | | | | * Language and Literacy * Music and Movement * Social and Emotional Learning * Listening and Communication | | |
| **THEORY and FRAMEWORKS** | | | | | | | | |
| **Development and Education Theory** | | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| * Vygotsky’s Sociocultural Theory: Learning occurs through adult-child interaction and cultural tools like stories and songs (McLeod, 2025). * Bronfenbrenner’s Ecological Systems Theory: Routine shared group experiences influence the child’s social development (Guy-Evans, 2025). | | | | | | * Principles: Secure relationships; High expectations and equity (AGDE,2022). * Practices: Intentional teaching; Learning through play and routines (AGDE,2022). * Outcomes:   + - Outcome 1.2: Children develop their autonomy and sense of agency (AGDE,2022).     - Outcome 4.3: Children transfer knowledge from one setting to another (AGDE,2022).     - Outcome 5.2: Children engage with a range of texts and gain meaning from these texts (AGDE,2022). | | |
| **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** |
| * Literacy through group storytelling and interactive song. * Children led pacing by asking questions and naming characters. | | | * Open-ended questioning like, what animal is this? * Repetition and emphasis on key words. * Multi sensory prompts like book, song, felt board, and puppets. | | | * Used diverse tools to include children with varied communication styles. * Reinforced learning through emotion, movement, and language. * Encouraged both verbal and non-verbal expression. | | * Reinforced phonemic awareness, visual association, and group responsiveness. * Supported confidence to vocalise in a social setting. |
| **PLANNING** | | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | | |
| To continue fostering language development, social interaction, and symbolic understanding through dynamic large-group literacy and music sessions. | | | | | | | | |
| **Learning Experience** | | | | | | | | |
| **Learning experience name** | | “Story and Song Circle” | | | | | | |
| **Experience rationale** | | Young babies benefit from repetition, rhythmic language, and engaging visuals in group settings. These experiences support early literacy and a sense of belonging. | | | | | | |
| **Development and learning goal:** | | * Strengthen vocabulary recognition and memory recall. * Increase confidence in vocal participation. * Support turn-taking and focused attention. | | | | | | |
| **Experience outline:** | | Rotate between familiar stories and interactive songs using visual props. Incorporate puppets, felt boards, and movement to keep children engaged. Adjust pace and volume to support participation from all children. | | | | | | |
| **A list of materials required with photo(s):** | | * Picture books with repetition like, where is the Green Sheep? and Dear Zoo. * Felt board and pieces * Puppets and visual cue cards * Soft mat and group seating | | | | | | |
| **EYLF child evidence links** | | * Outcome 1.4: Sense of connectedness (AGDE,2022). * Outcome 4.3: Ability to transfer and adapt learning (AGDE,2022). * Outcome 5.2: Engagement with texts and literacy (AGDE,2022). | | | | | | |
| **Implementation plan** | **Introduction** | Greet children by name in song. Show the day’s storybook and props. | | | | | | |
| **Body** | Read with voice modulation. Pause for comments or questions. Use familiar tunes and invite action like clapping, mooing and so on. | | | | | | |
| **Conclusion** | Celebrate children’s responses. End with a calming tune to transition. | | | | | | |
| **Engagement questions** | * “Can you show me the green sheep?” * “What sound does the cow make?” * “Who wants to help turn the page?” | | | | | | |
| **ACTING and DOING** | | | | | | | | |
| **Play pedagogies** | | | * Storytelling as relational and imaginative play. * Singing as emotional regulation and group cohesion. | | | | | |
| **Teaching strategies** | | | * Use of repetition, rhythm, and rhyme. * Verbal scaffolding and gesture modelling. | | | | | |
| **EYLF links** | | | * Outcome 1: Identity and relationships (AGDE,2022). * Outcome 4: Learning and expression (AGDE,2022). * Outcome 5: Communication and literacy (AGDE,2022). | | | | | |
| **Child development** | | | * Supports vocabulary acquisition and emotional confidence. * Reinforces group participation skills and symbolic play. | | | | | |
| **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?** | | | | | | | | |
| * How did the children respond?   Children showed high engagement with both story and song. They used gestures, single words, and emotional cues to participate.   * Did they achieve the learning objective?   Yes, children actively followed along, communicated through movement and sound, and built familiarity with routine elements.   * Were there any unexpected outcomes?   Several children-initiated words and phrases previously unobserved, showing strong memory recall and confidence.   * What was your role?   I was a facilitator and narrator guiding pacing, modelling language, and responding warmly to all levels of communication.   * Would you do anything differently?   Use a prop box to allow children to choose elements of the song or story next time to promote agency.   * Where to next?   Offer book extension activities like puppets, sequencing cards and so on, also introduce group storytelling with visual cues, and scaffold simple questions during shared reading. | | | | | | | | |

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