

CoPE Session 1 – Following Children’s Interests and Planning

The image of the child

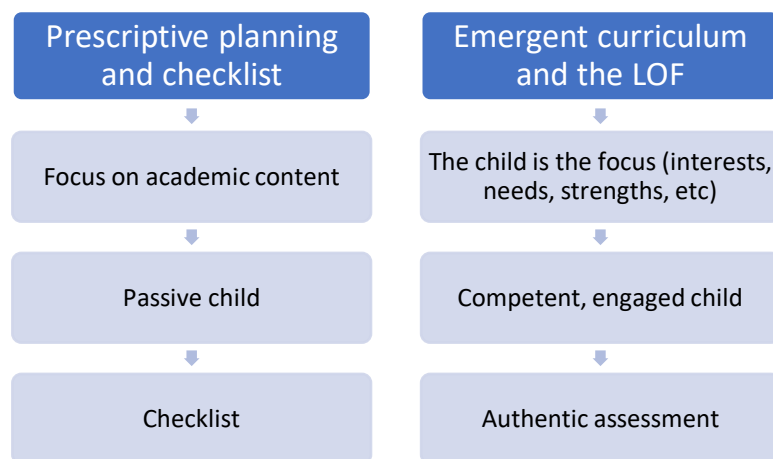
Further readings:

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

The Hundred Languages of Children

<https://reggioemilia2015.weebly.com/observation-and-documentation.html>

Why the emergent curriculum?



Further readings:

Learning outcomes framework toolkit – Educators’ guide for pedagogy and assessment using a learning outcomes approach

http://www.schoolslearningoutcomes.edu.mt/files/documents/Early_Years.146700384962.pdf

What is the convention on the rights of the child?

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<https://www.unicef.org/child-rights-convention/what-is-the-convention>

Schemas of play

<https://education.gov.scot/parentzone/Documents/nih058-Parentzone-Booklet.pdf>

Planning workshop - Templates

Project Plan

Title of Project	
Starting date	
List of learning experiences/ opportunities (ensuring a holistic approach to education – focusing on the whole child - using the 5 broad outcomes as the overall guide for educator’s pedagogy)	Circle time: Technological learning experiences (+ E twinning): Arts & Crafts: Science: Cooking: Sensory: Music: Physical: Visits/Experts visiting school: Creating play spaces related to the project (environment): Stories:

Weekly Plan KG1 (<i>a living plan – be flexible and follow the rhythm of each child in your group; let your observations inform your planning to scaffold learning</i>)					
Project title					Week:
Learning experiences / opportunities	Monday	Tuesday	Wednesday	Thursday	Friday
Learning experience / opportunity 1					
Learning experience / opportunity 2					
Learning experience / opportunity 3					
Learning experience / opportunity 4					

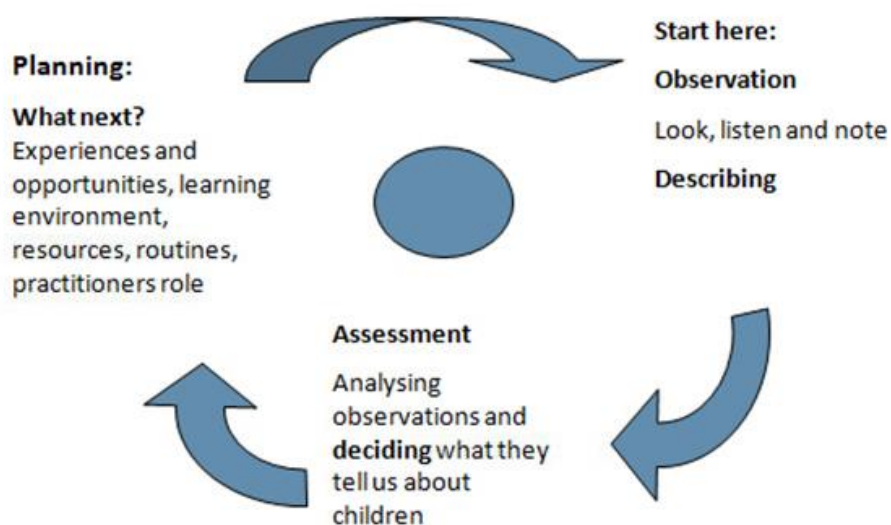
CoPE Session 2 – Working with Children – Observation

Effective assessment in the Early Years

Reading:

[file:///C:/Users/Schools_home/Desktop/Cope%20sessions/Assessment%20for%20learning%20a%20model%20for%20the%20development%20of%20a%20child%20s%20self%20competence%20in%20the%20early%20years%20of%20education%20\(2\).pdf](file:///C:/Users/Schools_home/Desktop/Cope%20sessions/Assessment%20for%20learning%20a%20model%20for%20the%20development%20of%20a%20child%20s%20self%20competence%20in%20the%20early%20years%20of%20education%20(2).pdf)

Planning for learning cycle



“The ways in which, in our everyday practice, we (children, families, teachers and others) observe children’s learning (notice), strive to understand it (recognize), and then put our understanding to good use (respond).

Mary Jane Drummond (1993 pg.13)

Drummond, M. J. (2011). Assessing children’s learning. (Routledge Education Classic edition). London: Routledge.

The focus of all observations is the child.

Why is it important to observe?

- To know each child’s progress in learning and development;
- To tune in with every child;
- To gain a deeper understanding of each child’s learning and development

- Schema spotting;
- To identify skills, needs, interests, strengths;
- To plan according to the child's needs and scaffold learning.

Three types of observations:

- Spontaneous observation
- Participant observation
- Focused observation

Spontaneous observation: Children took interest in a trail of ants. The educator recognized that she could develop this interest and encourage the children to look more closely. The educator suggested children to use the magnifiers to see the ants more clearly. Children responded to these suggestions. This spontaneous learning experience can be recorded in your weekly living plan.

Participant observation: Briefly noting significant responses or development demonstrated by a child during adult-initiated, and during learning opportunities where you have joined in with child-initiated play.

Focused observation: The focus is on an individual child/group and the observer is not involved. The child/children should be initiating their own learning as it shows the child as s/he really is (authentic). This helps adults tune into the unique child. The educator steps back and record facts as seen and heard.

Brodie, K. (2013). Observation, assessment and planning in the early years. UK, Open University Press.

Sancisi, L. & Edgington, M. (2015). Developing high quality observation, assessment and planning in the early years. London: Routledge.

Further readings:

<https://www.youtube.com/watch?v=1LO8nm2MYA>

<https://www.himama.com/sustained-shared-thinking-for-more-meaningful-conversations-with-children>

Examples on how to capture what children say and do:

- In our minds
- On paper (quick jotting or focused note)
- Photo
- Child's mark making
- Video and Audio materials

What do observations show?

- Interest / Motivation (including schema)
- Learning dispositions (how the child approaches learning e.g. persistence, risks etc)
- Feelings
- Relationships and social interaction
- Knowledge and understanding
- Skills
- Areas of development – children need to access all areas
- Progress in learning and development

The Learning Note**Notice:**

- Child's name/date
- Accurate & objective
- Child alone or with peers
- Knowledge, skills or attitudes being demonstrated
- Child's voice

Recognise:

- Highlights the significance of learning
- What did the child learn during the observed event?
- How did the child go about the learning process?
- Was there any problem-solving involved?
- Did the child ask for help or persevered?
- **Link this learning to the Learning Outcomes**

Respond (Next step):

- Document ideas for future experience to scaffold learning.

Examples from workshop:*Example 1*

Learning Note – Home Corner

Notice

The children played in the home corner with new resources. Emma decided to serve afternoon tea for everyone so she went to the mailbox and posted invitations. Then she went to the stove to set up teacups and food. Jack came to join and asked what she was doing. She told him that she was serving afternoon tea like her mum does when friends come over. Jack asks to join in and Emma said: "Sure why don't you draw a sign showing everyone where to sit."

Recognise

Emma and Jack utilised their fine motor skills to manipulate the chalk and the food items. They socialised with each other and communicated with others via the post box, chats and smiles. Emma had seen her mum share afternoon tea at home and wanted to share the same experience with others.

Link to LOs

I am confident to initiate play and other activities.

I actively interact with others in games and activities.

I am confident taking the lead in activities.

I understand that print carries meaning.

Respond (Next step)

Add resources to the home corner that imitate home life to extend on their life skills. Perhaps some children's cookbooks for literacy and tongs for fine motor skills.

Example 2

Learning Note – Luke’s Climbing Plan

Notice

Luke was playing outside in the yard with the portable climbing shapes. He decided he would design his own shape and began moving the pieces to form the climbing path he desired. Luke experimented over and over rearranging the pieces in different ways trying it out each time.

Recognise

Luke! How creative you are. You have shown your ability to plan and design and build, as well as your awareness of shape and size (spatial concepts). You are able to share and turn take and negotiate and communicate with your friends. You were able to concentrate on the task in hand, and you were very involved in what you were doing.

Link to LOs

I can respond creatively to a variety of stimuli.

I am clear about my preferred activities and am able to make my own choices.

I regulate my own behaviour to ensure cooperation and good communication.

I am motivated to pursue my interests with enthusiasm and seek answers to my questions.

Respond (Next step)

Perhaps we could draw some designs next time. We could also use waffle blocks to build with. Luke might enjoy helping to set up an obstacle course in the climbing area.

Example 3

Learning Note – Starry Night

Notice

Olivia showed an immediate interest in van Gogh's works. She saw a number of images from the book 'Vincent's colours' and said: "I want to do the Starry Night one." Olivia spent time looking at the swirls of the stars, the strokes in the sky and houses at the bottom. Then she painted the 'Starry Night one'.

Recognise

This process allowed Olivia to make discoveries and gain an understanding and appreciation of art. It provided a scaffold for self-expression as she explored new techniques and mediums.

Link to LOs

I can complete a task independently

I interpret my ideas creatively e.g. through art, music, movement, play.

I show increasing knowledge in using a range of media (e.g. painting) to convey meaning.

Respond (Next step)

We will provide several opportunities to revisit her ideas and extend on these to explore different mediums and gain confidence to take new risks. We will also introduce her to other works of famous artists.

CoPE Session 3 – Documentation Children's Learning**Principles of pedagogical documentation**

- Seeing children as capable and competent in their own right
- Children's learning is the focus
- Educators value children's learning
- Educators question their practices and make connections between theory and practice
- Is more than reporting – guidance for future planning, information shared with educators, children, parents and other professionals; collaborative dialogue
- No right or wrong way of doing it

The classroom as documentation

- The walls send a powerful message.
- How and where is the documentation placed?

- Can the children see it clearly in order to comment on past experiences?
- Do the children themselves make decisions about what to share and not to share?.

Further readings:

<https://www.thecompassschool.com/blog/power-documentation-reggio-inspired-classroom/>

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/seitz.pdf>

One important connection between assessment and learning is feedback.

Research tells us that feedback to learners improves learning. Some of this feedback will be through documentation (such as assessments that families and teachers can read back to children and photographs that children can “read” themselves). Some of it will be verbal. Some will be non-verbal (through a gesture, a nod, or a smile). Feedback tells the learners what outcomes are valued in the learning community and how they are doing. It also acknowledges the goals that children set for themselves.

During this feedback it is important to use sustained shared thinking strategies like open-ended questions (questioning techniques). Avoid no/yes questions.

- What happened here?
- What did we do?

Thinking about their thinking. This is assessment as learning.

A Pedagogy of Listening

[file:///C:/Users/Schools_home/Downloads/Pedagogy%20of%20Listening%20\(2\).pdf](file:///C:/Users/Schools_home/Downloads/Pedagogy%20of%20Listening%20(2).pdf)

An insight into the many faces of documentation: some examples...

Documentation panels – consist of photographs, texts, and children’s work that describe projects and processes in which children are engaged.

Extraordinary moments - A smaller page or panel to describe such individual moments. It consists of a simple paragraph or two + one or two photos.

Individual folders - The folder shows and tells about the children’s learning and developmental stories. It can contain transcripts, children’s work (paintings, drawings, etc)

Electronic documentation - It is the opportunity to use applications to develop digital documentation and to disseminate this information electronically. It is important not to skip the all important step of reflection.

Learning notes - Unlike learning stories, learning notes do not follow a story format. These provide an accurate description of an event (notice), an interpretation of the learning that occurred (recognise), and ideas for future learning (respond).

Further readings:

<https://unitec.researchbank.ac.nz/bitstream/handle/10652/1601/Blaiklock%2c%20K.%20%282010%29%20Learning%20Notes.pdf?sequence=1&isAllowed=y>

<https://tomdrummond.com/looking-closely-at-children/examples/>

CoPE Session 4 – Linking Pedagogy and Assessment to the Learning Outcomes Framework

Observations of each unique child

- Children are chosen by the KGE to focus on
- Observations are made when children initiate their own play so that KGEs can learn about each child as a unique individual
- The KGE analysis his/her observation and record an assessment of the SIGNIFICANT development and learning it shows for the child
- This assessment is linked to the Learning Outcomes Framework
- Learning priorities/next steps are identified
- KGE ensures that relevant experiences linked to the next steps feature in the planning over the next few weeks
- Parents are involved through the documentation they receive
- Every term the KGE may carry out a progress review – strengths or gaps

An example – From noticing to recognising to next steps

Brodie, K. (2013). Observation, assessment and planning in the early years. UK, Open University Press.

Notice

Nathan stamping his feet and watching the light in his shoes flash: 'Look, the lights come on when I do this.'

Recognise

Nathan is exploring cause and effect. He has realized his actions cause the lights in his shoes to flash. He has calculated how hard to stamp his feet to set the lights off.

4 examples of possible next steps:

1. Child development

Understanding the world - The next step may be looking at other simple equipment in the classroom, such as the different types of door handles.

2. Extending an interest

Nathan's interest may be the lights or the fact that it is flashing. This knowledge will come from knowing Nathan and understanding his interests. You can take him to a pop-up tent and see the difference in dark and light.

3. Embed a learning point

This could be more cause and effect activities. For example, if you push the button on the CD player music comes on and off. What other kinds of buttons can you find in the classroom?

4. Personal, social and emotional development

Enjoyment of own achievements. The next step may be to support his mastery disposition, showing his friends his flashing shoes at circle time to support his self-esteem at being able to do this. This may be appropriate if Nathan is generally shy or hesitant to speak at circle time.

The role in supporting and extending child-initiated learning

- Observe first and never take over from the child.
- You can enhance the learning experience with additional resources
- Role modelling:
 - How to use and care for equipment
 - Appropriate behaviour
 - Language
 - Roles in play eg KGE models the role of the doctor/patient
 - Demonstrating skills or sharing knowledge eg to introduce equipment that has to be used in a particular way
- Giving information & explaining
- Sharing own experiences in conversation to help children make connections between home and school
- Scaffolding individual children to enable the child to take the next step or to get involved with others
- Asking open ended questions to promote thinking eg What do you think will happen if...
- Encouraging problem solving eg What else could you use/try?
- Making suggestions eg Have you thought about...? What about trying...?

- Praising, giving clear feedback eg I really liked the way you worked with Mary...
- Mediating – helping children to share, work together, resolve conflict

Further reading:

<https://www.tes.com/news/six-steps-successful-child-initiated-learning-early-years>

How to sustain children's thinking: Wait, Watch, Wonder

Teacher-led	The educator leads the child
Child-led	The educator follows the child's lead

When a child initiates play and is engaged, avoid interrupting. For example, when a child is absorbed playing in a sandpit area, you might be tempted to take the lead by using closed questions e.g. 'What are you doing? What colour/shape is this? How many ...?'

During child-led opportunities follow the learning going on by tuning in – **WAIT, WATCH, WONDER**

WAIT – Show respect and warm attentiveness. Wait for the child to start the conversation (let him come to you). This is the way to know what the child is thinking and will change the nature of the interaction. Example: The child says, 'I went on holiday.' You: 'Where did you stay' (I am listening to you and want to know more about what you are thinking, so I am sustaining your thinking). Or if the child says, 'Look at the bubbles!', You: 'I wonder where the bubbles go?'

WATCH – Where are his eyes going? What is the child thinking? Do not focus on what he is doing. Example: Do not ask the child, "What are you doing? Instead listen, tune in.

WONDER - The million-dollar question – If I open my mouth now will it help? The environment is doing the job that we set up to do. Do not spoil it. Wait for the child to be receptive; let him/her initiate the conversation. Then you will know what he is thinking and throw the ball back to him to sustain his thinking.

The best adults to talk to, are those who listen first. Don't be the person that talks the most.

Further readings:

https://www.researchgate.net/publication/237306205_WATCH_WAIT_AND_WONDER_An_Infant-led_Approach_to_Infant-parent_Psychotherapy

<https://watchwaitandwonder.com/introductory-workshop/>

References:

Brodie, K. (2013). *Observation, assessment and planning in the early years*. UK, Open University Press.

Drummond, M. J. (2011). *Assessing children's learning*. (Routledge Education Classic edition). London: Routledge.

Fleet, A., Patterson, C. & Robertson, J. (2017). *Pedagogical documentation in early years practice*. Sage.

Sancisi, L. & Edgington, M. (2015). *Developing high quality observation, assessment and planning in the early years*. London: Routledge.

Stacey, S. (2015) *Pedagogical documentation in early childhood: Sharing teachers' learning and children's thinking*. Redleaf Press.