



## ANALYSIS OF LEARNING

How to use it

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The Empowered Educator

# Hi Empowered Ed!

I truly hope you find this resource helpful.



## A little about me...

Hi, I'm Jodie! I am a Mum in Australia to 3 girls - twins Ruby & Tara and my adult daughter Ashleigh. And I love the possibilities of early learning!

I'm passionate about helping educators **simplify** their documentation and planning and also enjoy more time engaging with the children in their care through **simple** play based activities & environments.

I enjoy creating blog posts, free tools and easy to use resources and training for educators, leaders and coordinators by drawing upon my 30 years experience in this profession.

I know what support educators really need because I have walked in your shoes. This profession is challenging enough so I aim to simplify not overcomplicate! My resources walk through the basics so you can take action.

## The Facts.....

- I hold an Associate Diploma in Education (Child care)
- I hold an Advanced Certificate in Child Care
- I hold a Bachelor of Human Services Degree
- I have worked as an Assistant, Room Leader, Director, FDC Coordinator, IHC Coordinator, OSHC Coordinator, Occasional Care Coordinator, Project Manager, Service Manager, Family Day Care Educator, Presenter and Speaker in the Early Childhood and Community and Family Services fields.
- I have been writing and editing my blog now for over 6 years.
- I am the author of many E- Book resources for educators, A Postnatal Depression Workbook (& DVD) and a picture book for children.
- I have developed and presented webinars and online courses to support early childhood educators in their role.

Thanks for placing your trust in me....

*Jodie Clarke*



# Analysis of Learning and Reflection.

Australian early childhood educators are expected to develop and follow a planning cycle as well as meet EYLF (Early Years Learning Framework) outcomes to ensure that all children in care are supported to follow and extend their learning journey. There are principles, learning outcomes and different guidelines according to where we live that must be taken into account but for the most part it is important that educators develop a planning cycle and method of documentation that suits their own individual style.

You can read more about simplifying the way you meet the planning cycle steps in the Keep it Simple Planning Cycle Guide but in this e-book we will be exploring the **evaluation and analysis of learning steps and then how to use this information to help with forward planning and evaluation of your learning program and the children's progress and journey.**

As always with my guides for educators, please remember that I share *how I interpret things* and how I have previously learnt through my own early childhood training but also through *my own personal experience in different care environments*. It may not be what you have been told or what your Director or Coordinator or Scheme requires so you need to be aware of that as you read.

I do always encourage educators to question methods and procedures if they are being forced upon them though. You are a professional and as such have the right to question and seek clarification for the work and processes expected of you. But to do this means coming from a place of knowledge and understanding and confidence in your own planning style and systems so that you can confidently engage in debate.

So you've completed the first step of the planning cycle and documented meaningful observations in whatever format suits your style...now what? An observation isn't much use to your overall planning if you haven't reflected, asked yourself questions about the observation you recorded and then evaluated the answers.

# Analysis of Learning and Reflection.

So let me break it down for you.....

Well here's what I always ask myself when I reach this step. I learnt to do this over 25 years ago now during my training but I still think the questions are relevant to all educators in early childhood - I have just incorporated a little of the language and context of the Australian EYLF outcomes to help Australian educators.

## Analysing the Learning from Observations

1. What learning took place here? (This is where I now reflect upon the EYLF outcomes and use the language of that document to guide my my responses...not listing specific numbers though.)
2. What strengths and interests can you identify from this observation?
3. Is there anything in this observation that concerns you from a developmental perspective? What can I do to support the child's learning in this area? Who do I need to speak to about this?
4. How could I further support and extend this child's interest/strength/learning journey?
5. Is this learning observation significant – *can I plan future experiences from this observation?*

I personally think the last question is very significant. There is no point trying to plan your environment and experiences for a group or individual child if the observation or learning that took place isn't meaningful.

# Analysis of Learning and Reflection.

When you first start taking observations it can be easy to fall into the trap of writing down every little thing a child does. With experience though you will see that it is more worthwhile to *think about what you see happening in front of you first, engage with the child and if you feel it was significant write it down later.*

I like to take lots of photos, I never take notes as I'm not there to just observe every day. A child doesn't want to see someone sitting there with their head down writing notes as they play. They want you to engage and be involved in their play even if that just means knowing you are there watching them and not actually directly involved.


I can hear you saying now *"But how do I know if it's significant?"* (I know, uncanny aren't I?)

## Is this Observation Significant? Ask yourself....


1. Did I just wish I had the camera with me to capture that moment or did I just take 50 shots of that experience/group/child/activity because it blew me away?
2. Did I want to share that moment with a co - worker or the parent/carer?
3. Did I think of a particular EYLF outcome (or they suddenly made sense) when I saw this particular interaction?

You'll need to think about *how you want to document your observation analysis*. Some people do this underneath or beside their observation. I use my **forward planning form** (see examples below) as I find it easier to keep a sequence going and show clear linking of a cycle if I keep all steps together. It makes it a little clearer in my mind. It doesn't matter how you do it, just be consistent so you always know where to find the information when you need it.

# Analysis of Learning and Reflection.



**INDIVIDUAL LEARNING – ANALYSIS AND FORWARD PLANNING RECORD**



Date : \_\_\_\_\_ Child's Name : \_\_\_\_\_

Format & Date	Analysis of Learning	Future Planning	Program/Plan Date	Planned Activity Evaluation
Daily Reflection "Our Day"				
Formal Obs Or Learning Story				
Photo Collage Obs				

Format & Date	Analysis of Learning
Daily Reflection "Our Day"	<p><i>From this observation I note the following:</i></p> <p>Tara is showing a real interest in problem solving and wanting to find out how things work for <u>herself</u>.</p> <p>She showed a willingness and concentration to stick with a task until completion</p>
Formal Obs Or Learning Story	<p>She was able to use descriptive language To convey her thoughts</p> <p>She used reflective thinking to consider why things might happen a number of times</p>
Photo Collage Obs  18/9/14	<p>She was able to coordinate both hands to <u>Problem solve</u>, sort and sequence.</p> <p>She thought about a way to extend the <u>activity</u> and challenge her thinking.</p>

# Analysis of Learning and Reflection.

So now you have a *written observation* (in the format you prefer e.g learning story, anecdotal, photo collage etc), a *review and analysis of learning* from this observation noting the learning outcome/strength/interest that took place....now what do you do with it? *You plan and extend!*

Still with me? Hang in there, it's not an involved process, I'm just breaking it all down for you into easy to understand steps.

## Using the Observation Analysis to now Extend Learning

1. How can I further extend this child's learning or interest in this area... where can we go from here?
2. What specific activities could I plan that might fit into the program for not just the individual child but also the group?
3. Do I need to plan for an intentional teaching experience or just provide the environment and resources required?
4. What is my aim by providing these extension activities? (You might like to reflect on the learning outcomes and area here)
5. When do I plan to put this particular extension into the program?
6. Is this extension a short term or long term goal?

I write a summary answering these questions on my forward planning form (previous page images) and then add to my fortnightly plan in the '*Individual Focus*' box. No codes, just the name and extension activity planned. Parents or others reading my plan don't need to see all the specifics, I have the information all in one place on the forward planning form if I need to pull it out.

Ok, final step in the cycle.

# Analysis of Learning and Reflection.

## Evaluation - How did it all go? What happened?

This is usually pretty brief for me. I come back to my **forward planning form**, write down the date the extension activities were completed and anything *significant* I observed. You might ask:

1. Was the child interested in the experiences provided?
2. Did the group join in the planned activity, experience, intentional teaching opportunity? How?
3. What would I try differently next time?
4. Was there any parent feedback or input regarding this experience?
5. Can I extend or further challenge?
6. Were there learning outcomes met? Were they different from those I originally planned for?







Now you are back to the beginning of the cycle of individual planning! I'm going to take you step by step through how I do the above cycle. But please keep in mind that this is a system I have developed **because it works for me**. You could do something entirely different but the principles are the same overall.

Hopefully the following examples of the forms I use throughout my own programming cycle will help you to help you visualise and connect with the steps we have been discussing throughout this guide as we move through each one.



# Analysis of Learning and Reflection.

This is an example of my photo observation templates – pretty simple, the photos usually tell the story and are the main focus – text uses language of the EYLF and the child's voice. There is no need to write to much, a few lines is sufficient – just make sure it is meaningful. If you feel these types of simple templates would work for you you can find out more about them and [download the pack HERE](#).

Child Name: .....		Observation Date : .....		Educator : .....			
							
What story do the photos tell us?							
<div></div>							

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Child Name: .....		Observation Date : .....		Educator : .....	
		<div>The Learning Journey</div> <div></div>			
					

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# Analysis of Learning and Reflection.

## Our Day Today

### Favourite moments



### What learning evolved today?



### Children's Voices



### Where might this lead us?



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#### CHILD OBSERVATION

Name: Tara

Date: 18.9.14

Location: Backyard activity table

Age at time of observation: 4.2 yrs



#### Tara's Learning Journey....

Tara is showing an increasing interest in building materials and exploring how things work. In this activity she explored nuts, bolts and nails and found out what happened when she applied the large magnet to the tray of bolts... "They sticking cause they metal and gold!" Tara showed me how she could pull them off with her fingers and then place them into the sorting tray beside her. "You need to put them into big, small and little" She spent quite some time picking up the metal objects and sorting them into the tray while talking about what she was doing. When I asked if she could pick up the wooden discs with the magnet she responded "No that one doesn't work". Tara used her play to investigate and explore and was able to persevere and experience the satisfaction of an achievement when using the magnet and sorting. She returned to the wooden disc a number of times and told me "It doesn't pick it up cause it's not gold you know" after her third try. She demonstrated that she was using reflective thinking to consider why things might happen and continued to explore the materials and investigate as she worked. Tara told me "I might pick up some rocks with the magnet tomorrow, that's a good idea".

# Analysis of Learning and Reflection.

Complete an analysis of the learning observed in your observation – decide whether the observation is significant and extension would be useful to the child's learning journey (blue column)

Format & Date	Analysis of Learning
Daily Reflection "Our Day"	From this observation I note the following:  Tara is showing a real interest in problem solving and wanting to find out how things work for herself.  She showed a willingness and concentration to stick with a task until completion
Formal Obs Or Learning Story	She was able to use descriptive language To convey her thoughts  She used reflective thinking to consider why things might happen a number of times
Photo Collage Obs 18/9/14	She was able to coordinate both hands to Problem solve, sort and sequence.  She thought about a way to extend the activity and challenge her thinking.

Think about and document possible future planning/extension activities (purple column)

Future Planning	Program/Plan Date
<b>Possible Extension Activities:</b>	<b>24.9.14</b>
Tray of magnetic and non magnetic items – investigate & discuss	<b>2. 10.14</b>
Use internet videos to explore use of magnets and magnetic fields	
Intentional Teaching – using Scales and teddy bear counters to explore balance and weight- <b>problem solving skills</b>	

# Analysis of Learning and Reflection.

Plan for when you will provide your extension activities...it might be in one week, it might be over a number of weeks. Make sure you write the dates down. (green column)

When the activities have been completed I go back to my forward planning form and do a short evaluation of the activity/intentional teaching. (yellow column).

Program/Plan Date	Planned Activity Evaluation
24.9.14 2. 10.14	<b>11.10.14</b> Tara spent quite a lot of time working out which objects on the tray were able to be picked up by the magnet and asked many questions about why some objects didn't 'stick' to the magnet.  She didn't show a great deal of interest in the internet videos. Need to find simpler videos relevant her age.  She absolutely loved the scale activity and spent time looking for other objects around the house to use in the scales. Used language to express her thoughts and work through problem solving processes.



# Analysis of Learning and Reflection.



I then add the planned activities into my 'individual focus activities' box. No numbers or codes, just the activities.

**Weekly Curriculum Plan for Week Beginning 20/10/14**

Children attending: \_\_\_\_\_

<b>Intentional Teaching Opportunities</b>	<b>Children's Ideas &amp; Interests</b>	<b>Individual Focus Activities</b> Tara—Magnetic/non magnetic tray activity Internet video research—magnets Scales balance/weighting activity (observation 18/9/14)
<b>Exploring Our World</b>	<b>Inviting our Imagination In</b>	<b>Let's Get Moving</b>

Now your analysis and evaluation as part of the overall planning cycle is complete!

 <b>INDIVIDUAL LEARNING – ANALYSIS AND FORWARD PLANNING RECORD</b> 				
<b>Date:</b> 20/10/14 <b>Child's Name:</b> Tara				
Format & Date	Analysis of Learning	Future Planning	Program/Plan Date	Planned Activity Evaluation
<b>Daily Reflection</b>	From this observation I note the following: Tara is showing a real interest in problem solving and wanting to find out how things work for herself.	<b>Possible Extension Activities:</b> Tray of magnetic and non magnetic items – investigate & discuss	<b>24.9.14</b>	<b>11.10.14</b> Tara spent quite a lot of time working out which objects on the tray were able to be picked up by the magnet and asked many questions about why some objects didn't 'stick' to the magnet.
<b>Formal Obs Or Learning Story</b>	She showed a willingness and concentration to stick with a task until completion  She was able to use descriptive language To convey her thoughts  She used reflective thinking to consider why things might happen a number of times	Use internet videos to explore use of magnets and magnetic fields  Intentional Teaching – using Scales and teddy bear counters to explore balance and weight- <b>problem solving skills</b>	<b>2. 10.14</b>	She didn't show a great deal of interest in the internet videos. Need to find simpler videos relevant her age.
<b>Photo Collage Obs</b> <b>18/9/14</b>	She was able to coordinate both hands to Problem solve, sort and sequence.  She thought about a way to extend the activity and challenge her thinking.			She absolutely loved the scale activity and spent time looking for other objects around the house to use in the scales. Used language to express her thoughts and work through problem solving processes.

# Analysis of Learning and Reflection.

I hope this e-book has helped you to see the importance of the analysis and evaluation steps and clarify that you don't need reams of paperwork to show evidence of an ongoing cycle of documentation. By thinking smart and fully understanding each step of the planning cycle you will be able to develop your own system with more confidence – modify according to your personal strengths, time management skills and the children attending your service.

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*Jodie Clarke*

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