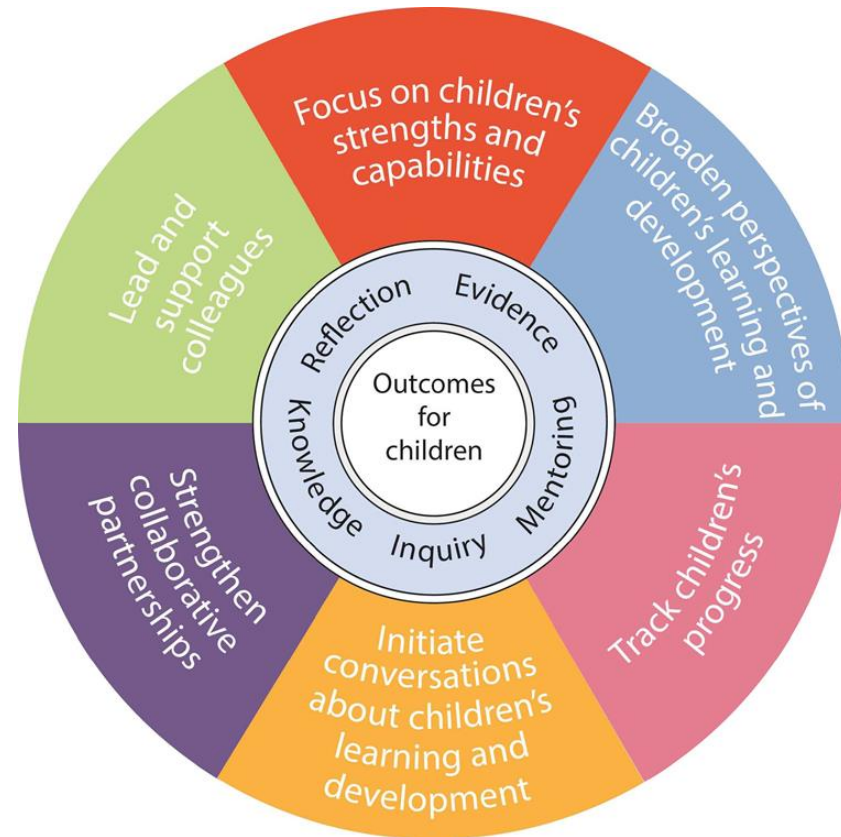


# Assessment for learning and development: Practice approaches (ALD 2012)



# A focus on children's strengths and capabilities



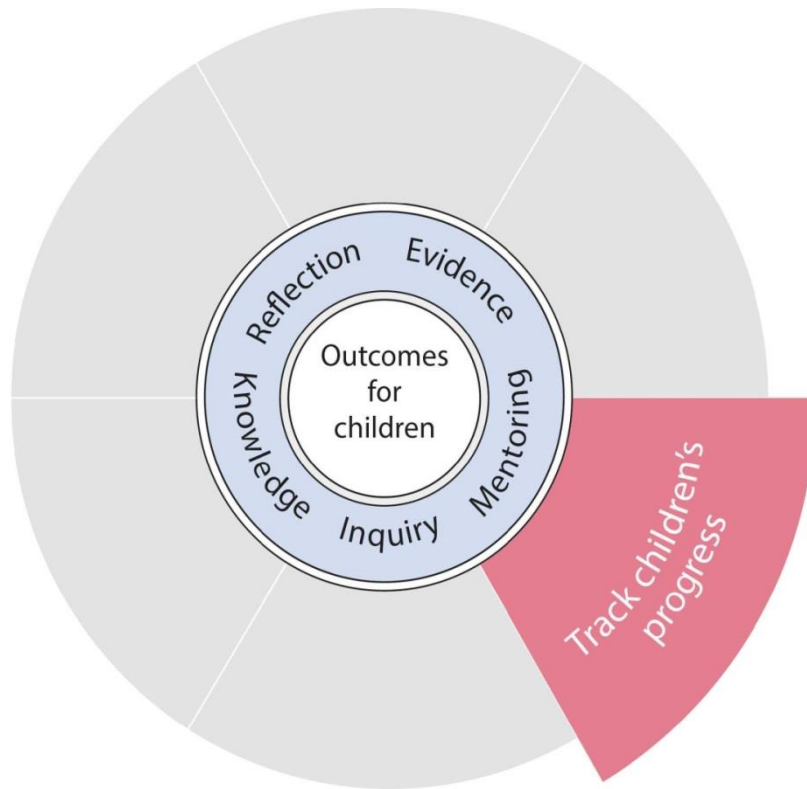
- recording rich evidence of children's diverse ideas, interests, capabilities, skills in play, and dispositions for learning
- children being active contributors to their own learning
- early childhood professionals' documenting, planning and reflecting together with children.

# Broadening perspectives of children's learning and development



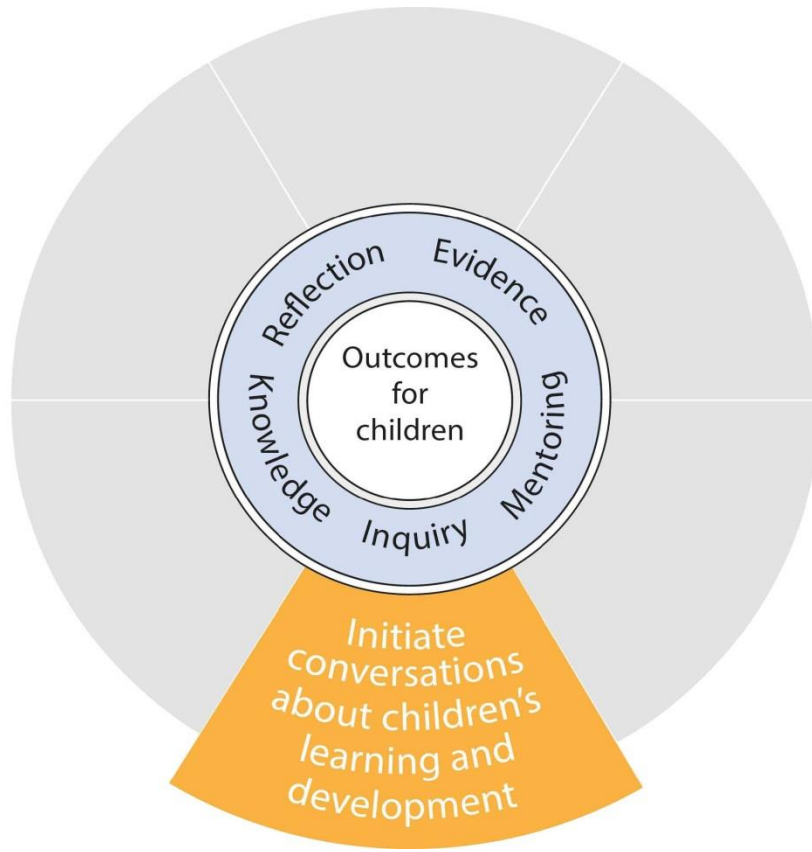
- a focus on looking for children's learning
- integrating new knowledge about contemporary theories, frameworks and practices
- incorporating children's and families' perspectives in analysis of learning.

# Tracking children's progress



- deliberate and purposeful layering of evidence for developmental milestones with learning outcomes
- questioning and analysing progress in learning to inform professional judgment about future learning
- collecting and reflecting on evidence in an ongoing way to measure growth and progress and identify early referral where appropriate.

# Initiating conversations about children's learning and development



- gathering evidence to support conversations about 'what children are learning' and 'how they are learning'
- describing babies, toddlers and young children's learning using the language in the VEYLDF
- providing feedback and making strong connections between learning at home and in the community.

# Taking action to strengthen collaborative partnerships



- creating time for joint opportunities to document, analyse, plan and reflect with other early childhood professionals
- completing multidisciplinary assessments
- building on existing partnerships and making new connections.

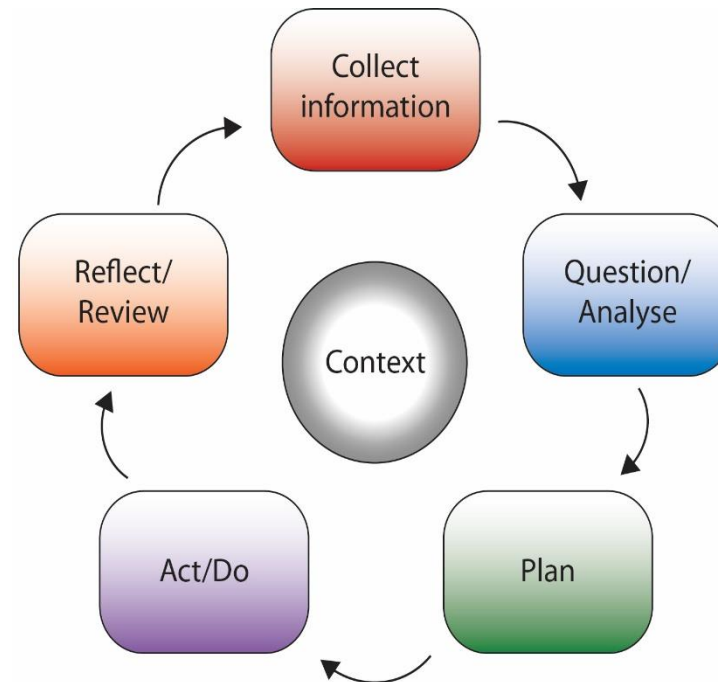
# Demonstrating leadership and proactively supporting colleagues



- understanding and communicating reform initiatives, program and policy directions
- modelling pedagogical leadership by using and adapting tools and resources to rethink quality practice
- promoting local network connections, supporting practice change and continuous improvement.

# The Early Years Planning Cycle is a resource to support documentation of children's learning:

[www.vcaa.vic.edu.au/Documents/earlyyears/eye/EYE10\\_SuppChildLearn\\_FA.pdf](http://www.vcaa.vic.edu.au/Documents/earlyyears/eye/EYE10_SuppChildLearn_FA.pdf)





# Relational Agency Framework

Eight key characteristics of the process of building effective multidisciplinary networks

<b>Foundational</b>	<b>Building a sense of belonging to a network</b>
Phase 1	Finding out about each other's services
Phase 2	Engaging in a common experience or process
Phase 3	Building a common focus for the group
Phase 4	Building common language
Phase 5	Aligning one's own interpretations with that of others
Phase 6	Thinking about one's own professional expertise and contribution in relation to what others with different disciplinary/community knowledge and practices bring
Phase 7	Enhanced professional practice where own contributions are viewed as part of the collectively identified professional inquiry or need

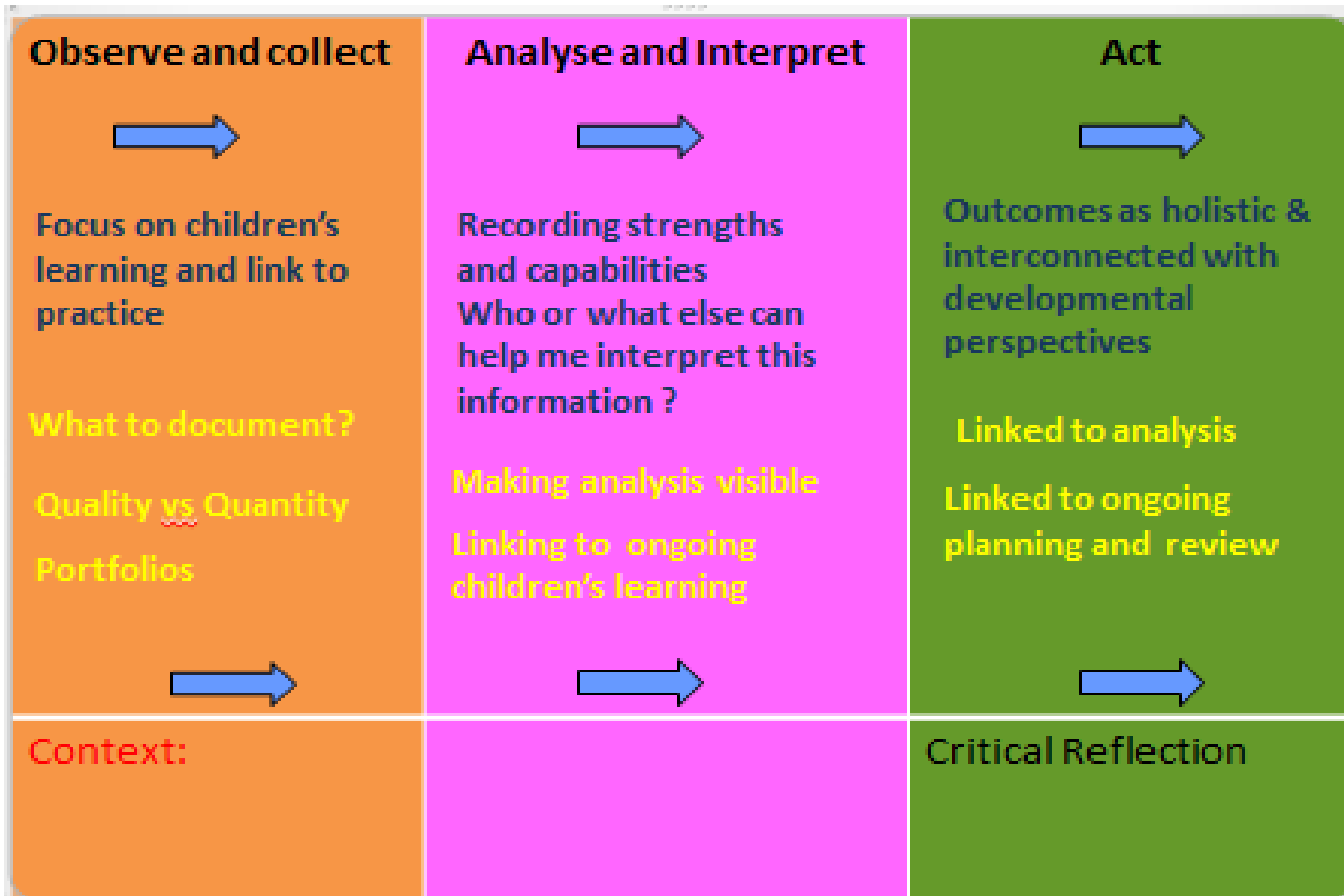
# 'Unpacking' the planning cycle

<b>Collect information</b>	<ul style="list-style-type: none"><li>• observations, listening, information about children, families, communities, enrolment forms</li><li>• conversations with children, families and other professionals</li><li>• recording and documenting evidence</li></ul>
<b>Question</b>	<ul style="list-style-type: none"><li>• making meaning of their information, interpreting, analysing,-making links to the Outcomes</li><li>• what do children know, say, and can do?</li><li>• identifying children's interests, strengths and needs</li></ul>
<b>Plan</b>	<ul style="list-style-type: none"><li>• holistic approaches – to child development and curriculum/program</li><li>• designing learning experiences and environments for learning</li><li>• planning ways to monitor children's learning and development</li><li>• planning support for families as the most important educators</li></ul>
<b>Act and do</b>	<ul style="list-style-type: none"><li>• scaffolding learning</li><li>• strengthening relationships with children and families</li><li>• modifying the environment</li><li>• having meaningful conversations with children and families</li><li>• collaborating with other professionals</li></ul>
<b>Review and reflect</b>	<ul style="list-style-type: none"><li>• evaluating and assessing children's learning and development linked to the VEYLDF Outcomes and Practice Principles</li><li>• critical reflective practice</li></ul>

# Thinking about assessment

Assessment	Current practice(s)	VEYLDF
What is assessment?		
Why is assessment important?		
Who is involved?		
How do you assess?		
When do you assess?		

# Evidence collection tool



# What is evidence?

- observations (for example, running records, anecdotal records)
- conversations and interviews with children
- samples of children's work
- checklists
- rating scales
- video or audio recordings of children's conversations or play
- webs of children's ideas about a topic from initial discussions and observations throughout a project
- photographs
- event and time samplings
- tests
- conversations with families, colleagues and other professionals

# Why collect evidence?

The reasons for collecting evidence include:

- capturing a **holistic picture** of children's learning and development
- supporting a **systematic approach** to documentation and assessment
- informing **planning decisions** for each child and the group
- **sharing information** about children's learning and development with colleagues, families and children.

# Professional inquiry question

- What actions and strategies have you put in place? And why?  
Describe using examples and/or evidence.
- What evidence examples have you collected to support your inquiry question?
- Have you engaged in peer support? What's emerged?
- What is different now about your assessment for learning practice? What ALD practice themes have you used?
- What next?

# Reflection journal

The reflection journal is:

- a treasury of good practice
- helps you to evaluate actions you have tried
- a way of capturing things that have been learned through experience
- a way to demonstrate impact of changes or improvements
- not the only way, but it is one way that makes you think
- time to slow down and think carefully.

(Adapted from Maternal and Child Health Nurse Reflective Practice Resource, 2007)



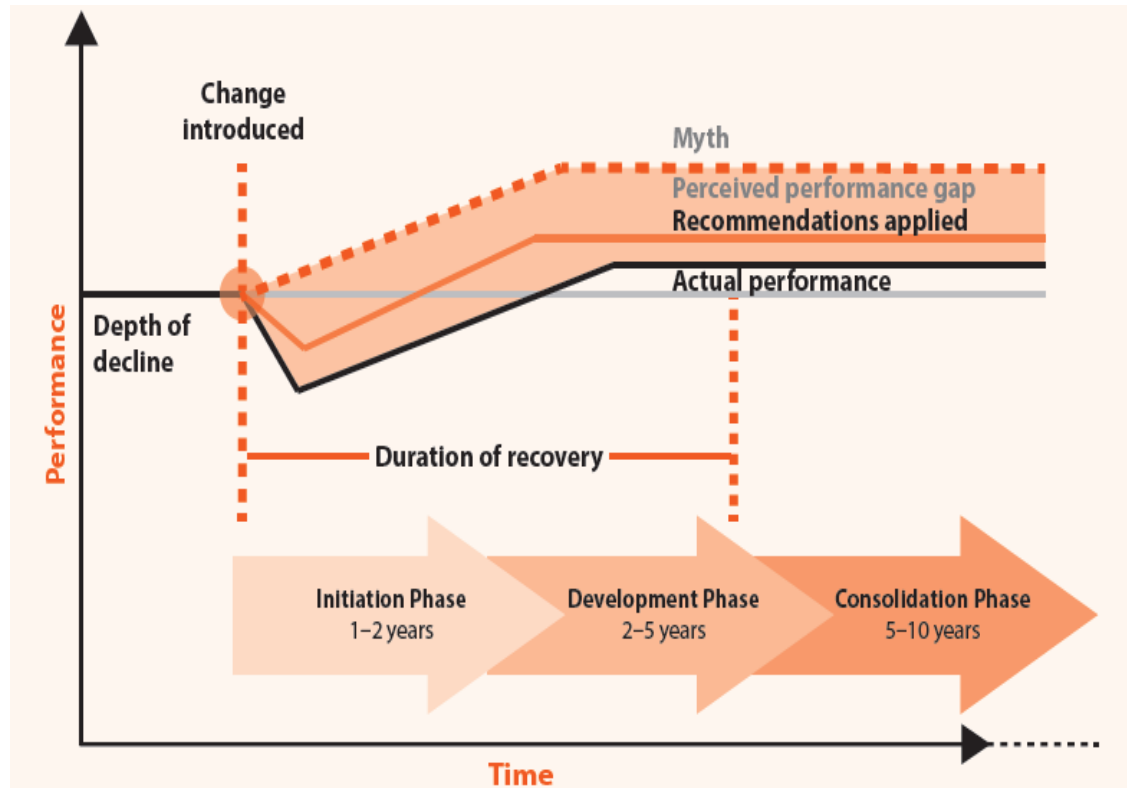
# Professional inquiry question –Reflection

- What was my inquiry question and how has it changed my/our assessment practices and improved outcomes for children?
- What were the key contributing factors to influencing change? What aspects of the professional learning program enabled me to implement changes?
- What examples of evidence have I collected to show how my/our assessment practices (or supporting others) improve outcomes for children?
- What will I do beyond the program to sustain these changes and promote continuous improvement?

# Reflection on leadership

- What is your definition of a leader?
- What are the attributes of an effective leader?
- What or who has supported this understanding?

# Managing change in a complex environment



## Inhibitors

- weak or inconsistent leadership
- insufficient dispersal of leadership
- poorly conceived or poorly expressed vision statement
- uncooperative or non-supportive staff, inadequately trained staff
- discontinuity of staff, rigid traditionalism among staff majority
- failure to provide an appropriate support structure
- failure to redirect and redefine the school culture
- insufficient funding to provide essential equipment or to finance innovations
- failure to align curriculum, pedagogy and assessment
- resistance from the community
- dramatic upward or downward trends in student population
- impatience and loss of enthusiasm resulting from slow progress in the process of renewal