A Learning Story – noticing, recognizing and responding

Add a title, photos and choose two or three relevant questions from each section. These guide your story writing

Noticing

Set the scene, and describe what stood out for you

Describe:

- How did this begin? What sparked this play or learning?
- What was happening? Where was this happening?
- Consider children's actions, interactions and communications.
- Who was involved? What did they do and say (include relevant body language, expressions, tone of voice, video)?
- What was the educator's/your role here?

Recognizing

What is your interpretation of the learning that occurred?

- Consider dispositions, development, skills, knowledge, habits of mind, urges, and personality.
- What working theory are they exploring/testing?
- What family values or cultural knowledge is the child drawing on?
- What past experiences are they drawing from? How does this link to the child's prior interests/stories/learning/skills/ knowledge (consider knowledge they bring from home and community)? Consider what motivated the child's actions.
- How do you know learning occurred, i.e. they extended, deepened or broadened ...
- How does this relate to learning theories, curriculum, service philosophy?
- Have you considered how others might interpret what is happening? - team, family child?

Responding:

Possible learning pathways (personalised planning)

- How can I/we support, foster and strengthen this learning or interest? i.e. resources, strategies, tools...
- How can I/we add complexity, enhance or extend this learning or interest?
- What direction does the child want to take?
- How can I further foster the childs' identity as a learner?
- How does this link to the parent's voice, knowledge or aspirations?
- What questions could I ask the family to get more information about this?

These are prompts rather than a template. The learning story framework is a flexible approach to assessmernt. You may prefer to weave these parts together as you create your story.

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