

**National Quality
Standards:**

**Enjoy documenting
outdoor play and
learning**

Presented by: Bron Joslyn



*proudly promoting
the value of play
and supporting
all Australians
to play every day*

What are we covering?



- ❖ NQS and Frameworks as a Guide for Pedagogy
- ❖ Designing for Documentation and Joy
- ❖ Finding your Inspired Style as a Narrator of **Children's Childhoods**

What does the National Quality Standards say...

- 'Educators are deliberate, purposeful, and thoughtful in their decisions and actions' (element 1.2.1)
- 'Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback' (element 1.2.2)

A large document and your interpretation is shaped by philosophy...



What does the National Quality Standards say about Assessment...

- 'Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation' (element 1.3.1)
- 'Critical reflection on children's learning and development, both as individuals and in groups, drives program' planning and implementation' (element 1.3.2)
- 'Families are informed...' (element 1.3.3)



Inspiration comes from....

Your values, beliefs, life experiences,
contemporary theory,
children, families.....



Inspiration comes from....



Your 'joy' in your work!!!



State of Mind-

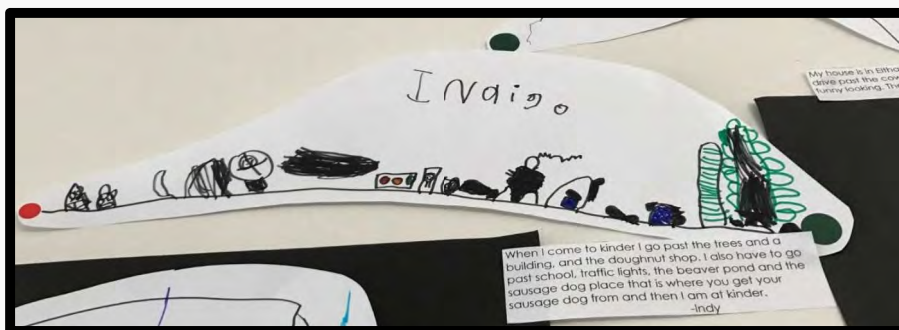
Live it,
Breathe it,
Create it....

Capture it!



What is Documentation?

- Documentation **supports the provision of quality children's education and care** by: deepening the shared understanding of each child, identifying and analysing learning and learning progress, informing the educational program, and making learning visible and able to be shared with others (ACECQA, 2019)



What is Documentation?

- Teachers need to learn to see the children, to listen to them...
- “If only you had seen all I had to do.”
The child wants this observation
- The child wants to be observed, but she (they) doesn't want to be judged. Even when we do judge, things escape us, we do not see things, so we are not able to evaluate in a wide way'

(Loris Malaguzzi, 1993)



Emerging Curriculum...
Emerging Learning...
Emerging Assessment...

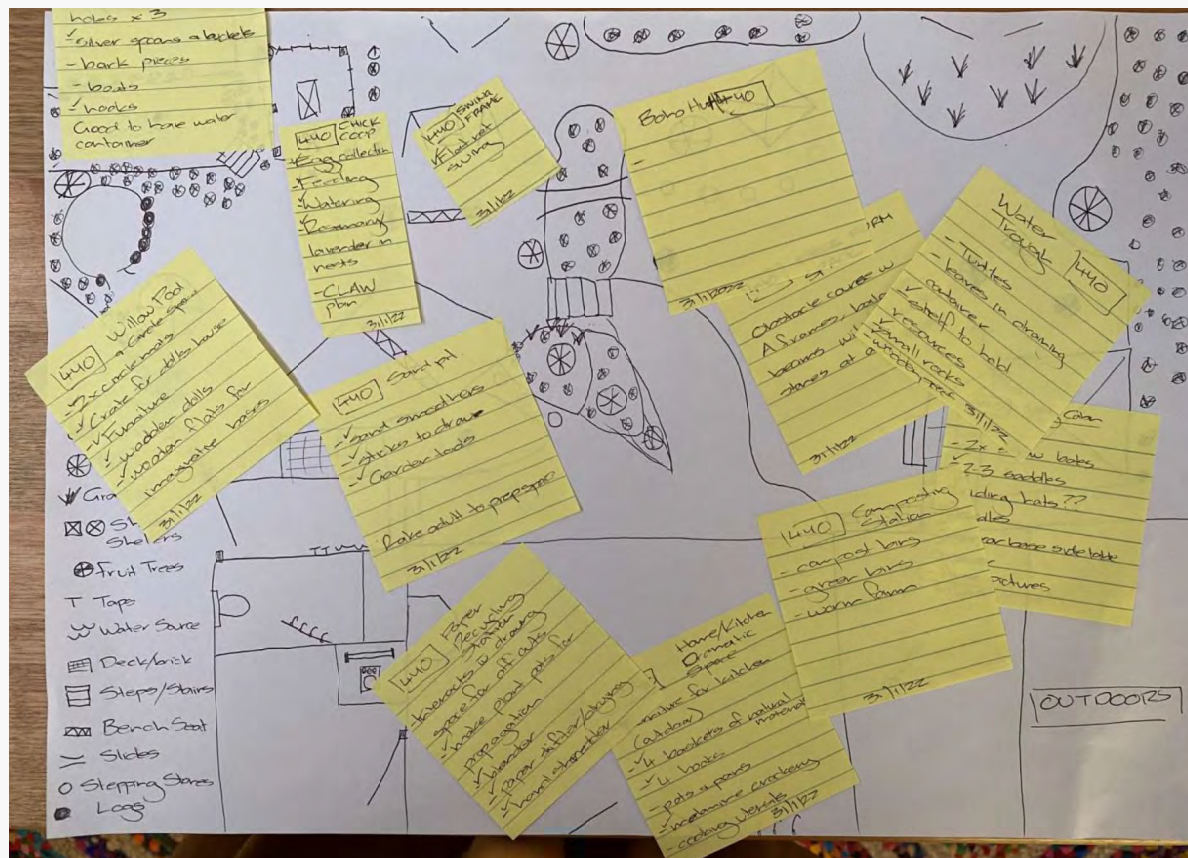


Emerging Curriculum...

...sustainable outdoor spaces which
Interconnect with the
indoors

Let's think...





Indoor and Outdoor Learning Environments are given Equal Time in Design, Thought, Observation, Documentation...



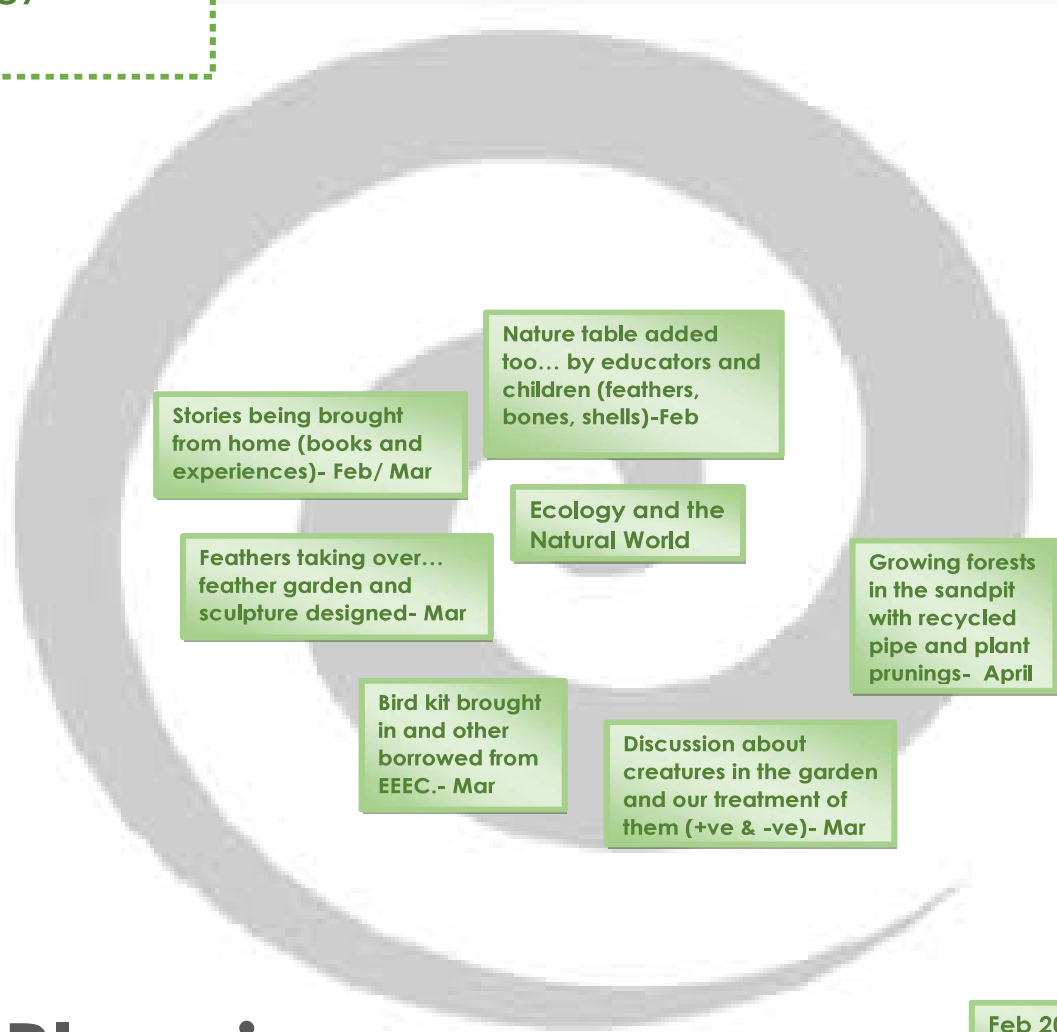
Emerging Learning...



... is the capturing of the engagement of children and educators in the space



Project- Ecology and the Natural World



Spiral Planning

Feb 2016- April 2016

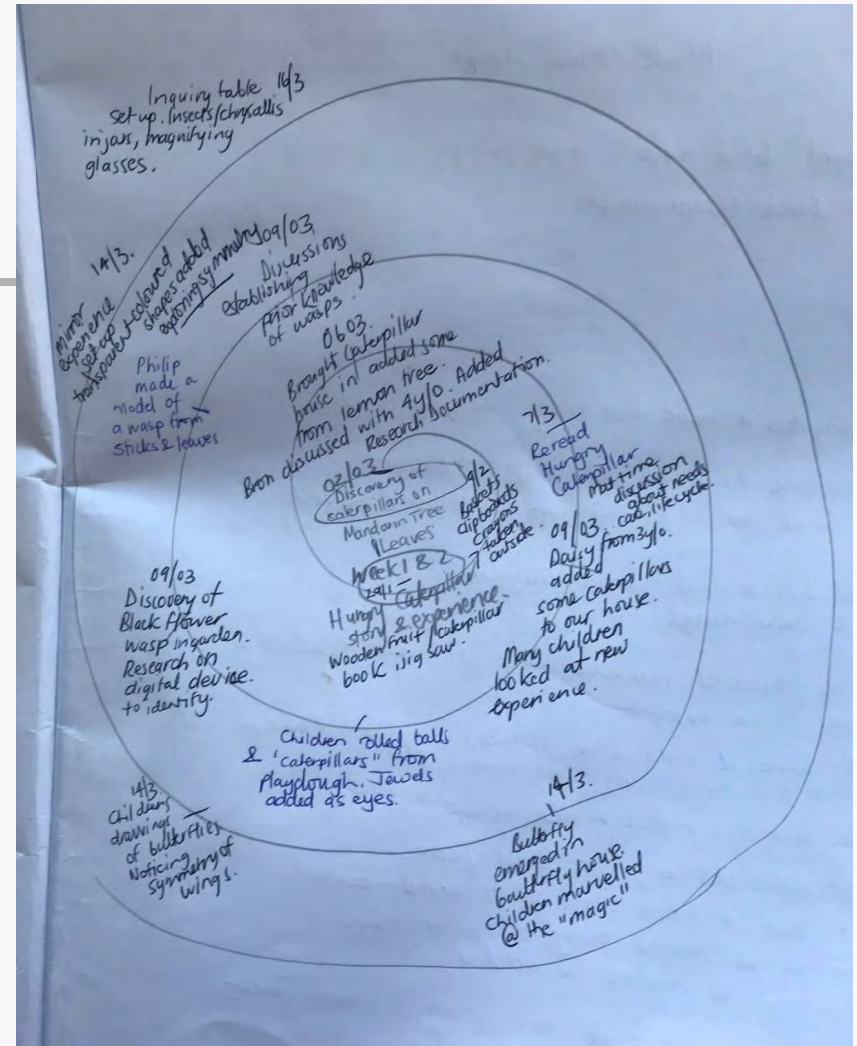
2016 © Learning Happens

Indoor and Outdoor Recording...

Curriculum emerges
needs to be recorded
but it doesn't need to
be tidy or typed...

It is raw data!

Spiral Planning



Spiral Planning...

...a journey of growth



2013 © learning happens





Emerging Assessment

- ✓ Observational tools
- ✓ Organising raw data
- ✓ Project approach works well outdoors
- ✓ Make it visible as a tool for reflection
- ✓ Document ongoing learning and research
- ✓ Holistic approach
- ✓ 'I wonder' questions



EEEC 2013



History of learning

The history of learning of a child or group of children is critical.

Consider:

- ❖ Within the learning environment
- ❖ Outside of the learning environment (at home, as part of their community...)
- ❖ Any background knowledge of the child including significant and consistent motivators for engagement and learning.



Play and Learning Evidence

- ❖ **Traces-** Educators need to be ready to take the challenge of the journey with the children as we cannot always predict what is at an end. Notice where children have already been and what they do there



2011 © learning happens



Sharing Knowledge... what do we know

- ✓ Plants grow here and they are the ones you can eat
- ✓ The trees have flowers this time. They were sticks last time
- ✓ The hay would be fun to jump on and wasn't here last time
- ✓ We cannot eat the peas because they belong to the gardeners
- ✓ We could ask the gardeners if we could help and also pick things to eat
- ✓ We need to leave things the same
- ✓ Frances' house is just there, remember just through that fence



In 2018, we discovered rubbish in the pond much to the disgust of many children. What could we do?



- 🍓 **Next time we walk, we can bring tongs to pick up rubbish**
- 🍓 **We could take flowers to people we don't know so they can feel good.**
- 🍓 **We can teach people which bins to use, because maybe they don't know**
- 🍓 **We can draw signs so they know it is a home for animals and we don't have rubbish in their house.**



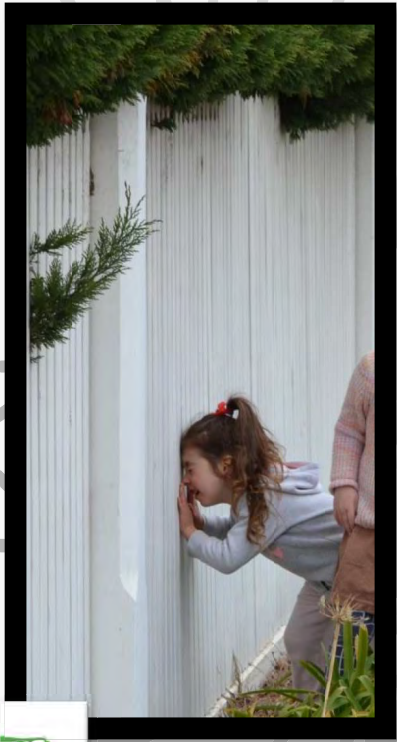
'I can see
the creek,
down there,
see!' **Verali**



Children with a Camera-

'Up and over the Diamond Creek...
the holes were in the road on the
bridge and a little too close to the
busy road.' 'Danger, **DANGER!**'





**A little bit of wonder...
and could there be a
wizard in there?**



**A letter from the Wizard
at Number 24**





What do we know about St John's church?

- *This is where dead people are!*
- *It's where you learn more about the bible*
- *You can only say Jesus when you are talking about Jesus*
- *It's where we had our art show*



Sept 21

'It's like a really big table and chair' **Sammy**

'We like it here' **George**
'I do too George' **Bron (Teacher)**
'It makes me feel peaceful' **Satine**



Bronwyn Joslyn 2018

The Fairy Garden had a renovation...



After renovating our fairy garden, preschool children spent days exploring their own fairy pattern, some children making several fairies with varying characteristics while other children made a plan and executed it over a couple of sessions. This is our indoor fairy garden.

Feb-March 2022

Tools of the Trade

Available to Children and Educators

- ✓ Pen and paper
- ✓ Multiple iPhones (none are new) for video, photos, panoramic photos
- ✓ Senses (seeing, hearing, smelling in particular)

Extras-

- ✓ Apps (like PicCollage, Private YouTube Channel, MyKinder.App, Live Memories, Voice Memos, Blur Video)
- ✓ Reclaimed materials for mounting documentation: wood/ sticks (and burner/ black marker), old vertical blinds, heavy card, old overhead projector sheets which can be photographed and cleaned for reuse, recycled paper made in curriculum, various metal shapes (like spoons, base of cake tins which are great if something needs to be waterproof)



The Wonderings of Critical Reflection...

- What challenges you about the space as a teacher?
- How will you capture the robust, significant learning occurring outdoors?
- How do you connect this to indoor learning?



A Challenge to Find the Inspiration



- Philosophy Review...
- Pedagogical Review...
- Children as Agents of Change...



The joy of **free** time...





*'The important thing is to not stop questioning.
Curiosity has its own reason for existing.'*

Albert Einstein