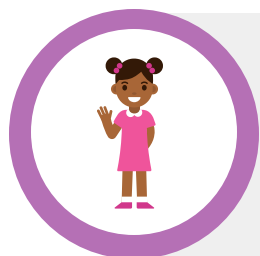


Meaningful observations

There is a difference between doing an observation just to get it done and doing an observation to support children's interests and needs. The more meaningful the observation the easier it is to support planning cycle.



Child-directed learning

Using open ended experiences allows children to demonstrate their interests and supports more meaningful observations as it is more authentic for the child.



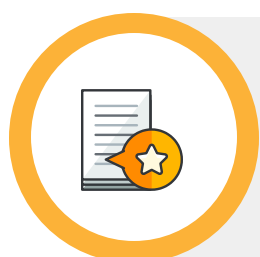
Demonstrates progress

Observations need to show how children have demonstrated progress against the learning outcomes, so if the child has not shown progress it is not a meaningful observation.



Is supported by evidence

This can be either a work sample, photo, conversation, mind map, documented ideas, non-verbal communication etc. This provides proof that the assessment of learning is based on fact, not assumptions.



Individual analysis

While a small group of children may have the same observation, they should receive an analysis of learning that is specific to the individual child as they will have engaged in different ways.



Avoid large group observations

It is very difficult, almost impossible, to know what each child is thinking during a large group experience which makes individual analysis hard. Just because children were there doesn't mean they were engaged.