

Documentation Journey

Influenced by Rosa Parks ECE (USA), Abecedarian Approach Australia (3a), Deborah Harcourt, Planning for the possible: An inquiry curriculum for educators and children.

Documentation Journey: Capturing learning through 3a learning games, conversational reading, enriched caregiving, meaningful noticing's, children's inquiry threads and our yearly Investigations.

Our documentation journey is a multi-layered process that captures the rich tapestry of daily learning experiences. Through a blend of spontaneous narratives and curated reflections, we share the authentic voices of children, celebrate everyday discoveries, and build a long-term investigation that informs and inspires both families and educators.

Collaboration

Interact with the world through a shared vision

01. Educators explore: Image of the child

02. Yearly statement: Intentional project developed for a deeper exploration of an idea - research - Government initiative

03. Centre philosophy: includes what learning looks like in each room/studio

The beginning

Yearly Statement

Planning begins with a collaborative meeting to reflect on where we want to take our journey of learning for the year - Identify what and who we are influenced by, what guides our planning.

Morning tea for families

Introduce educators and identify our quadrants of rotational learning - our philosophy and what learning looks like in each room/studio learning through the domains - Term domain statements - Identify with parents what their personal goals /dreams are for their children - These can be added to the centre Philosophy once they are compiled.

All about me book

This is given to parents at this time to take home and add to for their child to bring back to the centre - Children then share their books with their peers if they want to or just have it to reflect on. (This is added to as an individual child journal with significant documents added and child's input evident (childs choice of artwork, photos, drawings in the journal) then it is compiled collaboratively over the term.)



01. Image of the child is explored - educators to:

Workshop: Image of the child

1.1 Start with beliefs

Ask: "When you think of a child, what words come to mind?"

Explain that our image of the child = our deep beliefs about who children are (capable/incapable, innocent/naughty, needy/competent, etc.).

1.2. Show the impact on practice

Make it explicit:

If I see children as capable → I offer choices, real materials, trust, and time.

If I see children as needing control → I rely more on rules, rewards, and compliance.

Emphasise: How we see children shapes how we speak to them, plan for them, and respond to them.

1.3. Notice language and habits

Invite educators to reflect on phrases they use:

"Be careful" vs "I'm here if you need me."

"Don't make a mess" vs "What are you experimenting with?"

Explain that language reveals our image of the child.

1.4. Look at real examples from the room

Use photos, stories, or short videos from the service.

Ask: "What does this show about how we see this child? Capable? Curious? Creative? Needing rescue?"

Link back: Documentation is a mirror of our image of the child.

1.5. Co-create a shared 'Image of the Child' statement

In small groups, ask: "How do we want to see children in this centre?"

Gather key words (curious, competent, resilient, full of potential, etc.).

Create a short statement/poster:

"At our service we see children as capable, curious, and full of ideas. They are active participants in their own learning, not empty vessels."

1.6. Connect to daily decisions

Finish by asking:

"If we truly believe this, what needs to change in: our routines, environments, interactions, and expectations?"

Emphasise: Image of the child is not a poster – it's visible in every decision we make.



Workshop Reflection Sheet — Image of the Child

What is our Image of the Child?

Our Image of the Child is our deep belief about who children are, what they are capable of, and how they learn.

It influences every interaction, decision, and environment we create.

1. What do I believe about children?

Write the first words that come to mind:

Children are...

- _____
- _____
- _____

2. How do my beliefs show up in my practice?

Tick or circle where you see your beliefs reflected:

- ☐ How I speak with children
- ☐ How I set up environments
- ☐ How I respond to risk and challenge
- ☐ How I plan and document learning
- ☐ How I involve children in decisions

Reflection prompt:

- If I see children as capable, what opportunities do I give them to show this?
- If I see them as needing control, how might that limit their potential?

3. What does our documentation say?

Choose a recent observation/photo:

What image of the child does this communicate?

(Capable? Curious? Creative? Only needing help? Following directions?)

It shows the child is... _____

It could strengthen children's agency by... _____

4. Our shared Image of the Child

In small groups, list the key words that describe how we want to see children in this service:

Children are...

- _____



- _____
- _____

Together, we commit to seeing children as:

Capable, curious, creative, confident, connected, courageous learners.

(Adjust to reflect the team's language)

5. *What needs to change?*

If we truly believe this image, what should shift in our daily practice?

I will:

- _____ (interaction change)
- _____ (environment change)
- _____ (documentation change)

Final Reflection

How I see a child shapes who that child becomes in this space.



02. Yearly Statement (Project of Intention)

We develop a yearly statement based on current research, our environments, our frameworks as we dive deeper to explore and unpack them, our countries current events and happenings, world events that impact us and our community focus – we work collaboratively with our leadership teams to flush out the idea and explore the options for our centre learning journey.

Our yearly statement (Project of Intention) informs our program and through a web of possibilities we identify chunks of information that develop into our term's intentional inquiries or term statement's - we are also informed by children through meaningful noticing's – observations –

[*See Web of possibilities Yearly example*](#)

We hear the voices of the children - children contribute their ideas to the web of possibilities in meetings with them and through conversations with children – through their drawings as we inquire and present questions about our web. We hear the children's voices.

Our yearly statement is displayed in our studios or room environments – Information is sent home to parents at the beginning of the year giving an overview of the statement – identifying what it means to children and educators and how we will unpack it in our learning environment – what will we introduce to children to investigate the statement's outcomes.

[*See supporting documents -1. Welcome to 2025. 2. Shedding Light on the Science of Human Variation. 3. A note from our co-founder. 4. Web of possibilities Shedding Light on the Science of Human Variation – Embracing and Valuing Diversity.*](#)



03. Centre Philosophy - Centre collaboration

The Value of Our Centre Philosophy

Our centre philosophy is the foundation of who we are and what we stand for. It reflects our deep belief that every child is capable, curious, and full of potential. Guided by the Fusion Inquiry Framework that reflects the Reciprocity Approach, the Abecedarian Approach Australia(3a), and our 4 mantras, our philosophy ensures that relationships, enriched caregiving, and language are at the heart of every experience.

It guides how we support children through the domain areas. We identify what learning is visible within the environments as children engage with experiences. Each room/studio will identify how learning is visible. see example from Reciprocity Reflection Continuum posters (located on 3a boards) - e.g. 1. Visible learning. 2. Educational Linking. 3. Developmental Stage (months) 3 posters are evident.

It honours our community and values the strengths, cultures, and aspirations that families bring. It shapes environments where children feel safe, seen, and empowered to lead their own learning. It supports educators to reflect, act with intention, and create opportunities where children can engage, communicate, wonder, connect, and thrive.

Our philosophy is a living commitment — visible in our interactions, our shared decisions with families, and in every child's learning journey.

Practical workshop activity that guides educators to co-create a unique centre philosophy grounded in community, families, learning domains, and theoretical influences

Workshop Activity: Building Our Centre Philosophy

Purpose

To collaboratively shape a philosophy that reflects our community, our families, our identity, and the learning journey of our children, informed by theorists, research, and best practice.

Step 1 — Who are our children and families?

(Reflecting community identity and belonging)

Our children are...

- _____
- _____

Our families value...

- _____
- _____

What makes our community unique?

- _____



Step 2 — What do we believe about learning?

(Align to EYLF V2 domain areas + your frameworks)

We believe children learn best when they are:

- ☐ Supported to develop identity & belonging
- ☐ Engaged in play-based and inquiry learning
- ☐ Strengthening executive function and thinking skills
- ☐ Growing through communication, literacy, language
- ☐ Exploring movement, sensory connections, creativity
- ☐ Connecting with Country, culture, and community

Add specific examples:

- _____

Step 3 — What guides our teaching?

(Theoretical and research influences — prompt educators)

Tick those relevant to your centre's approach:

- ☐ Vygotsky – relationships & co-learning
- ☐ Piaget – active exploration
- ☐ Reggio Emilia – image of the child as capable
- ☐ 3a (Abecedarian Approach) – language-rich interactions
- ☐ Reciprocity Approach – shared partnership in learning
- ☐ Dr Becky Kennedy/Dr Diana Baumrind – emotional intelligence & respectful guidance
- ☐ First Nations knowledge – connection to land, culture, story
- ☐ Contemporary neuroscience – brain development in early childhood

Early childhood Learning Trajectory (Domains)

We are influenced by:

- _____

Step 4 — Our role as educators

(List behaviours, commitments, actions)

As educators we commit to:

- ✓ _____
- ✓ _____
- ✓ _____

(Example prompts: enriched caregiving, visibility of learning, inclusive practice, family partnership, safe environments)



Step 5 — Co-write our Draft Philosophy Statement

Sentence starters to support writing:

- At [centre name], we believe children are...
- We honour the voices and cultures of families by...
- Learning in our community looks like...
- We are guided by research and theory that tells us...
- Our educators commit to...
- We work in partnership with... so that children...

Combine educator ideas into a first draft.

Step 6 — Review for Alignment

Check that the philosophy reflects:

- ✓ EYLF V2 & VEYLDF Principles & Practices
- ✓ National Quality Standard (especially QA1, QA6, QA7)
- ✓ Community cultures & family voices
- ✓ Our pedagogy (Fusion Inquiry Framework, 3a, etc.)
- ✓ Accessibility & clarity for families

Final Output

Create one unified philosophy statement that:

- ✓ Represents your children
- ✓ Belongs to your community
- ✓ Guides every decision educators make
- ✓ Can be spoken, lived, and seen daily

Optional: Creative Reflection

Ask educators to answer aloud:

"If this philosophy walked into a room... what would we see, hear, and feel?"

This ensures the philosophy isn't just words — but practice.

Abecedarian Approach Australia (3a) & our 4 Mantras

3a is our foundational approach to planning it can stand alone to begin with as you gradually build on your practices. As you develop your own planning style using the elements your individual approach will merge seamlessly and slowly into the wider planning approach – you will weave around this as you add childrens inquiry and threads of learning, through the web of noticing and web of possibilities and future planning emerges.



Fusion Inquiry Framework

Your yearly focus could be 3a and it will be your primary planning and program approach standing as an element of significant learning as it has its own planning cycle – remember with your yearly project, it is a foundational project to anchor your planning, there will be many projects that emerge as you notice more reflect and plan. Throughout the year, projects may go for weeks or months based on the children.

Educators seek information from families and use a variety of methods to gather information about each child's knowledge, strengths, ideas, culture, abilities and interests, as the foundation of a child-centred education program (Guide to the National Quality Framework, 2023, p.116).

Within the Fusion Inquiry Framework, this practice is embedded through Chapter 1 – The Reciprocity Approach and Chapter 14 – Partnerships with Families, and is applied through Chapter 9 – Planning Framework & Alignment and Chapter 10 – Educator Planning Journal to inform responsive, child-centred practice, with examples embedded throughout the Fusion Inquiry Framework Educators' Handbook.

Supporting Documents

- [Abecedarian Approach Australia \(3a\) service Implementation guide](#)
- [3a learning games & developmental domains \(link to EYLF V2 and VELDYF\)](#)
- [3a implementation cycle](#)
- Learning games
- 3a learning games progress records

3a documentation can be used or adapted for your use.

Making learning visible

- [3a boards "Making learning visible"](#)
- 3a Journey journals showing the journey of learning.

See 3a suite of implementation documents (see journal pages examples)

These are displayed in significant areas of the centre environment, they inform best practice and become a gathering place for conversations between parents and children, children and children, educators and parents, educators and children evidence of the Reciprocity approach in action.

As you evolve and develop with 3a, your approach may include your individual elements along with the Fusion Inquiry Framework.



In our studios or rooms

Weekly

1. The Project journal is displayed (Journal pages show significant learning and are reflected on each day)

Each week begins with the creation of our journal pages — daily narratives that document the moments of the day. These narratives:

- Capture Authentic Meaningful Experiences: They feature children's voices and photographs that document shared experiences, small group activities, and moments of inquiry.
- Engage Families: By sharing these stories with families, we create a bridge between classroom experiences and home life, ensuring that every moment of learning is celebrated.
- Lay the Foundation: These stories/narratives serve as the initial building blocks of our documentation process, highlighting the immediate and dynamic nature of everyday learning.
- Materials: a3 Journal – access to power point or CANVA to create pages – pages can be created by hand and photographed to be collated for eBook (Project journal depicts all noticings that represent learning, there may be many projects ideas and spontaneous moments included in the project journals in each room or studio)

These journal pages along with centre journal pages and 3a journal pages are sent home during the week –

1. 3a pages (3a Journey journals)
2. Studio/room pages (Project journals) (as you develop in your practices one page can be completed in a day - these can be shared with families daily.)
3. Incursion pages (Incursions to the centre should have journal pages developed to showcase learning) (centre project journals link to the 7 QA across the whole centre)
4. Outdoor pages (Outdoor experiences are captured in journals)
5. Community pages (contributions to community or leadership projects are collated into journal pages each week) (centre project journal linked to 7 QA's)

One communication is sent home each week for each studio/room. This informs parents each day of children's participation in the centre environment as a community of learners and offers opportunities for parent feedback and reflection. All aligned with the Frameworks and NQS and inform best practice. Friday summary is sent with ideas for the coming week including the two learning games, and letter of connection for games identifying how the game supports the Domain areas of learning.



Connection letter

At the end of the week a summary of learning from the week and information for the next week – It will include – songs sung, books read and two learning games, outdoor experiences – it connects centre to home and prompts conversations with children about their experiences. Connection letter for families -

See journal pages examples & connection letter

At the end of the learning journey these are compiled into eBooks and shared with families – printed out and join our library for children to reflect on. (Usually at the end of each Term)

Under 3's

Foundational skill builder approach

Daily planning pages (intentional learning) include 3a & connect 5

(a resource of daily planning is created and develops into a library to use to reinforce learning through repetition and familiarity - Each days plan can be displayed on the wall for the week - it also can be supportive of children's choices as the pages can be made interactive so children can choose what they want to sing or engage in.) placed down low so children can choose (Visual pictures represent books, rhymes and songs so the children can point to their choice.)

- Songs we sing
- Rhymes we say
- Games we play (3a LG)

Each room/studio is encouraged to create these daily planning pages to identify to families the experiences introduced to their children - these are sent home each day to families to revisit learning experiences with their children. (These become our intentional moments, they can be planned in advance to support childrens development and can allign with our core foundational goals.)

Monthly

2. Reciprocity Reflection Continuum (RRC) wall panels evidence of emerging – exploring – extending learning journeys.

(Developed each 4-6 weeks – these panels are added to each month to evidence significant moments of learning, our yearly statement (our project of intention may be part of this) for each term, documenting 12-week inquiry thread.) (The project of intention can run through any of the project journals) documented on the clip boards are the learning outcome noticing and reflection, and the Domain noticing and reflection tools to support the noticings of the yearly statement - this tool can also be used for any of the inquiry threads or experiences for children.)

Building on the daily narratives, we extract significant moments of learning and interest to form our RRC wall panel displays —concise chunks of learning that:

- Isolate Learning Highlights: RRCs distil the essence of the "journal pages" narratives, focusing on pivotal moments that contribute to a broader understanding.
- Connect to the Investigation: They become integral parts of a long-term investigation by linking specific learning experiences to ongoing threads and inquiries.



- Facilitate Reflection: These snapshots allow both educators and families to reflect on the incremental steps of the learning journey.
- Reciprocity Reflection Continuum - Mid-term learning journey reflection tool is to be used to communicate the significant learnings with the intention to demonstrate the full planning cycle.

(See supporting documents – [Continuum of learning for the ten core foundational goals – using emerging, exploring, extending](#). [Continuum of learning: Ten core foundational goals with alignment](#). [Continuum of learning with Domains & sub domains](#). See also, [Table](#).)

These supporting documents will guide you when you do your wall panels to show the children's learning journey.

Term Reflection

3. Reciprocity Reflection Continuum wall panels – Term reflection

Displayed each term, it is made up of a collection of RRC x 3 reflecting the learning journey

This phase deepens our documentation by transforming everyday observations into a reflective, curated presentation:

- Creating Panels: We assemble panels that feature both “journal pages” narratives significant moments of learning and specific narratives, narratives and RRC panels, making the learning process visible in a new light.
- Integrative Display: By combining these elements, we illustrate how individual moments contribute to the evolving tapestry of a long-term investigation and show evidence of childrens developing skills through emerging, exploring & extending.
- Encouraging Enquiry: This method invites educators and families to see beyond the immediate moment, uncovering the subtle threads that weave together the larger narrative of learning.

See example of term reflection wall panels of the [Three little Pigs and the big bad wolf](#), & [The Fairy Tale Project](#).

Yearly

4. Long-Term Investigation Reflective Panels Summary -

Centre display where all studios or rooms work collaboratively to identify their significant learning moments to showcase our learning journey as a community.

At the culmination of the investigation—typically towards the end of the year—we create a comprehensive summary board that:

- Synthesises Learning: It integrates the “journal pages” narratives and the Reciprocity Reflection Continuum wall panels, community projects, incursions, 3a and our daily centre life.
- Showcases the Journey: The summary board visually and narratively maps the long-term investigation journey, highlighting the progression and evolution of learning over time.



- Provides a Reflective Resource: This final display of our yearly journey serves not only as a celebration of the children's achievements, educators achievements and our family and community achievements but also as a valuable resource for ongoing reflection and future planning.

Conclusion

The documentation journey is a dynamic and reflective process that transforms everyday moments into a coherent narrative of learning. Starting with the intentional & spontaneous "journal pages" narratives, moving through the focused Reciprocity Reflection Continuum, and culminating in the reflective panel's summary board, each phase contributes to a deeper understanding of the children's exploration and growth. This comprehensive approach ensures that every moment is acknowledged, every discovery is valued, and the entire learning journey is made visible for families and educators alike.



Documentation Journey: A Simple Overview

Collaboration

Interact with the world through a shared vision

01. Educators explore: Image of the child

02. Yearly statement: Intentional project developed for a deeper exploration of an idea - research - Government initiative

03. Centre philosophy: includes what learning looks like in each room/studio

The beginning

Planning begins with a collaborative meeting to reflect on where we want to take our journey of learning for the year - Identify what and who we are influenced by, what guides our planning.

Morning tea for families

Introduce educators and identify our quadrants of rotational learning - our philosophy and what learning looks like in each room/studio learning through the domains - Identify with parents what their personal goals /dreams are for their children - These can be added to the centre Philosophy once they are compiled.

All about me book

This is given to parents at this time to take home and add to for their child to bring back to the centre - Children then share their books with their peers if they want to or just have it to reflect on.

Our approach to documenting learning is broken down into clear, simple steps. Each step helps capture and share the children's learning in a way that's easy for everyone to understand.

- **Daily Narratives ("Journal pages")**
 - Every day, we capture moments from the day.
 - We record children's voices, take photos, and note down shared experiences.
 - These daily narratives are shared as they develop, with families and culminate into a weekly journal page to showcase learning during the week.
- **Reciprocity Reflection Continuum wall panels 4-6 weeks (planning cycle is evident)**
 - We pick out significant moments from the daily journal pages.
 - These snapshots focus on important bits of learning.
 - RRC help build a bigger picture of the child's learning journey over time.
 - Full Planning cycle is evident.
- **Reciprocity Reflection Continuum wall panels – each term (collection of RRC x 3 reflecting the journey)**
 - We combine the daily journal pages and RRC x 3 (1 each 4-6 weeks) into panels.
 - These panels display the learning process in a clear, visual way.
 - This step helps everyone see how small moments come together to tell a larger story.



- **Long-Term Investigation Reflective Panels Summary**

Centre display where all studios/rooms work collaboratively to identify their significant learning moments to showcase our learning journey as a community.

- At the end of the year, we bring all these pieces together on one summary board.
- This board shows the full learning journey from start to finish.
- It is a useful tool for reflecting on progress and planning for future learning.

This process creates an engaging journey for families and educators to see, understand, and celebrate the learning journey of every child.

How did we get here?

Below is an overview of the process, broken down into clear stages and components:

Studio/room “Web of Possibilities” Process Overview

Web of possibilities from the yearly statement is collaborated on and developed.

[*See supporting document example – Web of possibilities: Shedding light on the science of human variation – embracing and valuing diversity*](#)

The next step is to develop the term web of possibilities as you unpack the yearly web, ending with our term web.

I. Setting the Stage

- Staff Collaboration:
- On the yearly statement – Mindful of the Image of the child
- Children contribute their ideas to the web of possibilities in meetings with them and through our conversations with children – through their drawings as we inquire and present questions about our web. We hear the children’s voices.
- All staff members share a unified first term “web of possibilities.” Building on the ideas and inquiries from the Yearly Web of possibilities.
- Focus on key questions around supporting each child’s identity, exploring materials, and building a studio/room and centre community.
- Term web of possibilities, this is developed from the web of possibilities yearly statement as intentional inquiry threads are unpacked as you explore the statement –
- Weekly lesson plans developed from the web of possibilities and built on weekly through reflection and noticing’s (obs) – these are displayed in the studio/room. They guide educators to set rooms and provide resources for children’s exploration – intentional and self-choice.



II. First Term: Building Identity & Community (If children attend later in the year look for opportunities for them to participate in understanding identity and developing a “Me Book”)

- Identity Focus:

- Self-Portraits:

- ◊ Conducted twice a year (e.g., in the Summer - January and later in the year) to document and celebrate each child's identity and provide a window in to reflecting on change. This is a slow and thoughtful exploration of identity as children explore different mediums and languages to showcase their image of identity.

- Studio/room Identity: What do I want my studio or room to look like.

- ◊ The children and educators collaboratively choose a classroom identity.

- ◊ Together, they design and create their studio/room.

- ◊ Formation of various committees (painting, picture, writing, etc.) that involve children in different roles while working toward a shared project.

- ◊ Family involvement – families are invited to an afternoon or morning tea to get to know their child's teacher and /studio/room

At studio meetings we had planning reflection where the studio came up with their own approach to get families to share their set goals (hopes & dreams) for children. These inputs are displayed visually for educator to incorporate into their planning. (Our examples: [20250124_015739469_iOS.heic](#), [20250214_031235900_iOS.jpg](#), [20250311_165253.jpg](#)).

These could be put into each child's Me book

The “Me book can be introduced as an experience during the Parent meeting. For a child's first day if they do not start at the beginning of the year, it could be incorporated into the Stay & play as a welcome experience.

“Me Books” Project:

- Purpose:

- ◊ Acts as an important documentation tool of a child's identity and personal experiences.

- Content:

- ◊ Includes personal photos, family moments, and highlights such as birthdays and summer activities.

- Family Involvement:

- ◊ Distributed at the beginning of the school year as a family project.

- ◊ Families are invited to a session (with a flyer and a short window for participation) where art supplies (markers, crayons, coloured pencils, glue, scissors, paper) are provided to help complete the project.



III. Reflecting on Materials and Provocations

- **Observation and Adaptation: Sustainability focus**
 - Teachers monitor how children use various materials.
 - Early in the year, there might be an overuse of one material (e.g., paint); this observation helps in planning future provocations.
- **Material Exploration:**
 - Introducing new materials (e.g., clay, watercolour) to expand the children's "material language."
 - The goal is for children to become proficient in using diverse media before embarking on a long-term investigation.

IV. Second Term: Inquiry thread Investigation example from one studio/room – may have come out of the yearly statement on identity and where we live?

- **Inquiry thread Focus: "The Three Little Pigs and the Big Bad Wolf"**

See example from Rosa Parks ECE (USA)

- **Narrative Shift:**
 - ◊ *The class reinterprets the story by choosing to support the wolf rather than fear him.*
- **Project Development:**
 - ◊ *Initial Task:*
 - ◊ *Create clay food for the wolf to symbolise care.*
 - ◊ *Extended Exploration:*
 - ◊ *Develop projects like making blankets and scarves to keep the wolf warm.*
- **Creative Inquiry:**
 - ◊ *Children use their curiosity and inquiry to form theories and representations.*
 - ◊ *They engage in constructing and modifying ideas (e.g., some may think in terms of building houses, while others focus on supportive gestures).*

V. Weekly Lesson Planning & Reflection

- **Structured Reflection:**
 - Weekly lesson plans continue with a reflection of the past week's successes and challenges.
 - Regular meetings (e.g., Thursdays with teacher assistants) provide a space to discuss what worked, what didn't, and adjustments for the upcoming week. These can take the form of stand-up meetings or deeper reflection.
- **Planning for Growth:**
 - Reflection informs which materials to reintroduce or replace and how to tailor provocations to better support each child's exploration.
 - Individual child progress is discussed to ensure every student is developing their material fluency and creative skills through the domains.



See examples of weekly lesson plan & reflection document – These are only examples, and you may have your own.

Conclusion

- **Integrated Approach:**
 - The process ties together identity development, creative exploration, and reflective practice.
- **Outcome:**
 - This comprehensive framework nurtures a vibrant classroom community where both teachers and children collaboratively build a shared, dynamic learning environment.



Guide to Documentation: Summarising Yearly statement, Reciprocity Reflection Continuum - emerging, exploring, extending and Inquiry threads through children's noticings, Provocations & Investigations

This guide outlines a clear process for documenting children's learning through Reciprocity Reflection Continuum and reflections. It explains the key areas and action points that help capture what the children have been working on over a month and how these reflections guide the next steps of their investigations.

From the yearly statement a web of possibilities emerges – it forms the foundation for your intention and children's inquiries through noticing's as they explore your intentions.

See supporting documents –

- 1. Guiding questions for meaningful noticing's.*
- 2. 3a learning games progress records.*

From this collaboration of ideas inquiries will emerge – example if the yearly statement is "The science of Human Variation" (a research paper conducted by Harvard university), as we unpack this we identify through our web that Identity is a focus or highlight – this can be our term statement where we can dive deeply into it and form a Term web of inquiry (this is on display in the studio/room) that informs our program - collaboratively bringing ideas for experiences and provocations to introduce the intention to children – these inquiry threads and experiences will be added to weekly lesson plans with materials and specific experiences to set for children in the environment – as children explore the intention and the environment noticing's will be taken – photos and observations in any form you are comfortable with, this will be reflected on and common threads identified which will inform your ongoing planning and from your reflection of you weekly lesson plans the next weeks lesson plan will evolve -

See supporting documents –

- 1. Term web of possibilities*
- 2. Weekly lesson plans*

Please note that educators can use their own templates as long as they align with the EYLF V2, VELDYF, QKLG or any current Frameworks

NQS and Domains – if one area e.g. Domains is used to identify learning outcomes alignment can always be evidenced by the "Core foundational Goals" alignment tool.

3a can be a part of this planning or 3a can be your primary planning and program approach standing as an element of significant learning as it has its own process 3a boards "Making learning visible" 3a Journey journals showing the journey of learning.

See 3a suite of implementation documents

See Domain tracker and visual planning checklist



1. Reciprocity Reflection Continuum wall panels: Monthly/Term Summaries

- **Purpose:**
 - To summarise a month's work working towards the term by capturing the essence of children's ideas, discoveries, and decisions.
- **Content:**
 - Highlights from the daily "Journal pages" narratives, 3a journals and centre journals.
 - Key thoughts, questions, and discoveries made by the children.
 - Conclusions drawn from the month and plans for what comes next.
- **Impact:**
 - Serves as a powerful reference for teachers, showing the children's voices, journey and interests.
 - Provides a snapshot of the investigation's progress and emerging threads.

2. Reflective Process

- **Importance:**
 - Encourages teachers to review and discuss what has been learned.
 - Helps identify what was most meaningful for the children.
- **Usage in Meetings:**
 - Journal pages from studios/rooms, 3a & centre journals, RRC wall panels and meaningful noticing's are shared during collaborative reflection meetings.
 - Teachers discuss the children's ideas, what worked well, and areas for further exploration.
- **Outcome:**
 - Guides planning for the next month's investigation.
 - Supports continuous professional dialogue and shared decision-making.

3. Collaborative Reflection and Sharing

- **Teacher Collaboration:**
 - Regular meetings (every two weeks or monthly) allow educators to discuss the RRC and Journal pages, meaningful noticing's along with 3a.
 - Sharing insights from different studios/rooms helps ensure consistency in the investigation process.
- **Benefits:**
 - Strengthens the collective understanding of the investigation.
 - Provides opportunities to align future activities with the children's interests and questions.



4. Web of Possibilities for the term.

- **Description:**
 - A visual map that identifies an inquiry statement from the documentation reflection, various learning domains such as executive function, mathematical thinking, language & Communication, and social & emotional learning & physical development. Materials used -
 - Main statement – central square
 - 5 domains – one square each around the central square
 - Materials square – framework statement identify the materials to explore -

100 languages (quadrants set up of environments)

- Reflective questions in each square – for the domain areas these can come from the domain or sub domain – identify which key area of the trajectory you want to focus on to support your children's learning.
- Weekly lesson plans with reflection spaces will evolve from this -
- **Function:**
 - Displays the central question or statement driving the investigation.
 - Outlines potential directions and the materials needed.
- **Use:**
 - Acts as a fine-tuning tool, allowing teachers to step back and assess if the investigation is on track.
 - Helps decide if adjustments are needed or if new ideas should be pursued.

5. Long-term investigation Reflective Panels Summary Statement Overview:

- A cumulative display that brings together all aspects of the investigation.
- **Purpose:**
 - Offers families and visiting teachers a comprehensive view of the investigation's journey.
 - Highlights the progression from the initial ideas to the final outcomes.
- **Components:**
 - Combines elements from daily documentation, meaningful noticing's, journal pages, Reciprocity Reflection Continuum wall panels, 3a "Making learning visible", centre journals, yearly statement and the web of possibilities.
 - Serves as a lasting record of what has been achieved and the learning that took place.



Action Points

1. Document Daily Learning:

- Continue to capture “journal pages” narratives daily and display them in the classroom and send them home.

2. Compile Reciprocity Reflection Continuum wall panels:

- At the end of each month, create these so that key discoveries, ideas, and next steps are evident.

3. Hold Regular Reflection Meetings:

- Use these documents as the basis for collaborative meetings where teachers reflect on the investigation’s progress and discuss adjustments.

4. Maintain the Web of Possibilities:

- Update this visual tool regularly to track evolving ideas and ensure the investigation remains relevant and engaging.

5. Develop a Summary Board:

- At the end of each investigation, create a summary board that encapsulates the entire journey. This board should clearly show how the investigation began, evolved, and where it is heading next.

Conclusion

Journal pages and Reciprocity Reflection Continuum wall panels are a vital tool in our documentation process. They not only encapsulate weekly learning but allow us to reflect on a month’s worth of children’s learning and creativity and they support reflective practice among educators. By following this guide, educators can ensure that every meaningful moment is captured, shared, and used to inform the next steps in the investigation. This process ultimately helps keep the learning journey true to the children’s interests while fostering a collaborative and reflective teaching environment.

