

# USING TECHNOLOGY TO PROVIDE A UNIFIED SYSTEM FOR DOCUMENTING CHILDREN'S LEARNING

**Judy Radich:**

Cooloon Children's Centre Inc.  
Tweed Heads NSW

[cooloonchildcare@auschild.org.au](mailto:cooloonchildcare@auschild.org.au)

**Dr Laurel Scanlan:**

A Head Start Children's Centre  
Currumbin Qld

[admin@aheadstart.com.au](mailto:admin@aheadstart.com.au)

## Introduction

**This presentation includes:**

- The main benefits behind this approach
- How daily activities are recorded in the *Daily Diary* & Child's *observations*
- Opening a child's personal folder containing *observation records* to show how a continuous time line of learning outcomes are recorded
  - An explanation of the *Master Record* and *Child Master Record*
  - A demonstration on how a *program* ( group and individual) is created
  - How families can connect with the centre through their child's E Portfolio and the Daily Diary

## Benefits for Staff

- Purposeful and intentional teaching
- Speed at which carers can document a child's learning outcomes which leaves more time for staff to engage with children
- Staff have more time to assess children and document their learning outcomes
- Supports lesser qualified staff to develop a greater understanding of learning and teaching
- Aids the development of programs for individual children based on their strengths and needs
- Cross fertilisation of ideas for programming
- Easy to monitor records of individual children
- Accessible information to pass onto schools

# Benefits for Children and Families

- Consistent and unified documentation system for children across the whole centre
- Continuity for children about their learning as they make their transition through the centre or experience a change of staff
- Transparency for families – through the child's E-Portfolio and Daily Diary via the Website
- Supports parents understanding about their child's learning through a play based program

## Daily Diary

### The Daily Diary:

- Viewed on the laptop computer in each room
- Captures the experiences the children engage in throughout the day
- Describes the learning from those experiences; and
- Informs families of everyday routines  
e.g sleepers, food provided, illnesses and relief staff

### Evidence is recorded for each child as staff interact with the children:

- Anecdotal - what the child did and said
- Photographs
- Work samples

### Staff:

- Staff match this evidence against the High/Scope key learning areas and then record to provide a more expansive explanation and detailed record of a child's learning

### This evidence:

- builds a continuum of learning over time
- and easily fulfils licensing requirements of storing children's records for a number of years

## Master Record

### The master record is a monitoring tool:

- used regularly by teachers to ensure all children are observed and assessed on all key learning areas over time.
- to indicate key learning areas that require further observation; and
- To highlight where programs may need to be written and implemented for an individual or group.

# Program Planning

## Program planning for groups or individuals incorporating:

- the objectives around the key learning areas
- strategies/activities emerging from children's interests, the daily routine and the areas of learning both using the inside and outside environment; and
- evaluation and further planning.

## The program can include:

- events and celebrations
- resources required for particular experiences

# Supporting and Monitoring

## This system allows anyone to:

- Monitor how and what staff are documenting about children anywhere and at any time
- Assess the accuracy of the information being documented
- Support staff to reflect on their observation entries to improve their knowledge and written communication skills
- Work with staff to build on their observations and plan how to scaffold children's learning
- At a glance view the number of observations taken over a period
- Identify quickly the key learning areas where there are gaps and why, and support staff to include these areas in future programming
- Plan together for professional development; and
- Flag potential areas of concern – both children and staff

# Connecting Families

## Families can view through our Website 24 – 7:

- the Daily Diary that provides a snap shot of the each group's daily experiences in the playroom
- the E Portfolio containing a time line of their child's observations and progress over the entire time they attend the centre

## The Website can:

- act as a prompt for families and children to engage in conversations about their experiences at the centre
- be a tool for families and staff to discuss a child's progress
- support families understanding of the play based curriculum and see their children as learners.