

# Wellbeing - emotion

## Early Years Assessment and Learning Tool Fact Sheet

- ✓ This fact sheet supports educators' understanding of the Early Years Assessment and Learning Tool (the Tool). It highlights assessment as an everyday practice using a case study. It builds on the ideas explored in the [Assessment and the planning cycle practice videos](#).
- ✓ The Tool helps teachers and educators track and understand children's learning and development in a dynamic and consistent way.
- ✓ It supports educators working with the [Early Years Planning Cycle](#) and their assessment of children's learning. The Tool guides observations of play-based learning and generates Learning Reports from educator observation.
- ✓ Analysis of the information educators collect (e.g., via observations) informs their teaching practice (Plan, Act, Reflect). Over time, educators observe, document, and assess each child's progress against the five [Victorian Early Years Learning and Development Framework \(VEYLDF\) Learning Outcomes](#).
- ✓ The 8 Tool modules align with the VEYLDF Learning and Development Outcomes *and* the Assessment for Learning and Development Practice Principle of the VEYLDF.
- ✓ The Tool's suggested teaching strategies have been designed to support children's learning trajectories and can be adapted to your service's resources and context.

## Tool module: Wellbeing - emotion and the VEYLDF

The Tool fosters strength-based assessment approaches. Through everyday observations in play-based learning environments, educators reflect on what a child can typically do with consideration to the child's cultural context and experiences. The Tool generates a Learning Report that allows educators to consider what a child is ready to learn next and offer targeted learning experiences to scaffold their learning (Plan/Act).

The Tool module *Wellbeing - emotion* aligns with VEYLDF Outcome 3 – Wellbeing: Children have a strong sense of wellbeing. Wellbeing means having good mental and physical health, including attachment, positive affect and self-regulation. From birth, relationships that are warm and supportive assist children to express feelings such as joy, sadness, frustration and fear and to identify and accept their own and others' feelings.

For children this means learning to manage emotions and to persevere when faced with challenging situations. Children experience wellbeing as they develop a sense of achievement, and as they learn to be flexible and adapt to new environments and events. A strong sense of wellbeing helps foster a range of social skills and mentally healthy dispositions.

### The key components of VEYLDF Outcome 3 – Children have a strong sense of wellbeing:

- ✓ Children become strong in their social, emotional and spiritual wellbeing.
- ✓ Children take increasing responsibility for their own health and physical wellbeing.

For this Tool module, *Wellbeing – emotion*, educators observe, and reflect on, the learning progression of children's understanding related to the experience and expression of emotions in themselves and others. For each module, educators respond to a series of questions which draw on the existing knowledge of the child. When completed, the Tool gives teachers and educators a

Learning Report which provides them with a picture of a child's strengths and interests related to the particular module.

## Case study

Hamza participates in three-year-old kindergarten, in rural western Victoria. Each week, he participates in bush kinder, walking with his teachers and peers to a designated open green space, with plenty of trees to climb. At times, Hamza doubts his climbing ability and sometimes appears fearful when he is not able to mimic what his peers are doing. His teacher observes over several bush kinder sessions that despite this fear, Hamza can listen to suggestions on different ways to climb, and he also celebrates his successes. Hamza also loves painting and drawing with different materials. He takes great pride in what he creates.

## Collect information

Based on multiple observations, collected over time and with added perspectives from his parents, other educators, and early years professionals, Hamza's educator completes the *Wellbeing - emotion* module. They note that he:

- is learning to differentiate his emotional responses
- remains accessible to others when fearful or nervous
- attempts to regulate his expressions of emotion
- demonstrates confidence.

## Question / Analyse

For the Learning Report in this module, the 'nutshell' and Learning Outcome Statement provides a summary of Hamza's learning progression and describes how he:

- is beginning to understand the possible causes of his own and others emotional responses
- increasingly cooperates and collaborates with others
- is beginning to use strategies to regulate his expressions of emotion
- shares happiness and satisfaction (e.g., regarding his artwork).

The report suggests intentional teaching strategies to advance Hamza's learning based on where he is currently at, for example:

- explicitly teach the child coping strategies and ways to respond to emotional events (e.g., alone time, deep pressure, drink of water, count to 10, cuddling a toy, talking to a peer or trusted adult about it)
- provide opportunities for the child to draw or select pictures to depict emotions. Use creative arts to express emotions
- provide a variety of creative materials for the child to express their own emotions or the emotions of others
- promote the child's participation in discussions of books, movies and music that explore emotion-inducing events.

Hamza's educator reflects on the information and suggested teaching and learning strategies the report provides. This report guides their consideration, together with colleagues, of the most suitable resources and possible integrated teaching and learning experiences (see below) to advance Hamza's learning. Hamza's educators plan accordingly.



FIGURE 4: INTEGRATED TEACHING AND LEARNING APPROACHES

## Plan

Following a review of the Tool's suggested teaching strategies, Hamza's educators add extensions to his educational program.

Hamza's educators plan for him to:

- experience supported opportunities to understand his emotional responses
- use language that describes emotions (his own and others).

## Act / Do

Hamza's educators deliberately provide reassurance about trying new approaches when engaging in new or confronting experiences. They model flexibility and a positive approach to problem solving. For example, they teach Hamza, and his peers, key phrases to use with peers and educators - like 'can you show me how you do it?', 'I can do this', and 'let's try again'. The language of emotions will be part of his educational program (angry, confident, happy, hurt, disappointed, frustrated, excited, proud), with educators intentionally drawing Hamza and the other children's attention to emotional vocabulary. Resources include picture story books with sporting and emotion themes, feelings charts and images. Hamza will be explicitly taught to recognise causes and expression of emotions (e.g., recognition of physical manifestation of emotion in himself and others, recognition of facial expression and body language associated with different emotions). Prompted by Hamza's emotional experiences, his educator will engage with him one to one to help him identify, understand, and regulate his emotions.

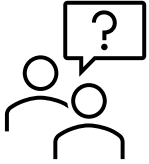


Early Years Planning Cycle (EYPC)

## Reflect / Review

The plan for Hamza guides reflection and review. Hamza's educators meet regularly to discuss their observations and plan for guided play and learning experiences to support Hamza, and his peers, to describe emotions. Hamza's educators provide families with information and ideas to support his learning at home and in other services.

## Wellbeing – emotion: reflective questions



- How is children’s learning assessed in your service and how is the information interpreted?
- How are observations made and recorded in the day-to-day (routine, play, transitions, child collaboration)?
- Applying a strengths-based approach is the most effective way to support and extend wellbeing in the early years. Can you think of examples of when you have had to support a child to use language to explain their emotions. How did you go about it? What were the results?
- What resources, intentional teaching practices (interactions/experiences) and environments might support your use of the *Wellbeing - emotion* module?

## References

Early Years Assessment and Learning Tool

<https://www.vic.gov.au/early-years-assessment-and-learning-tool>

Victorian Child Safe Standards

<https://ccyp.vic.gov.au/child-safe-standards/>

Wellbeing Practice Guide

<https://www.vcaa.vic.edu.au/Documents/earlyyears/EYWellbeingPracticeGuide.pdf>

VCAA Illustrative Maps Wellbeing

<https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/veyldf-illustrative-maps/Pages/Wellbeing.aspx>