

Wellbeing - movement

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 - movement 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).

This module, *Wellbeing – movement*, aligns with VEYLDF Outcome 3 – Wellbeing: Children have a strong sense of wellbeing. Children move and manage their bodies in a range of settings. They learn and can contribute to and maintain basic health and safety practices. From birth, children continually acquire, refine and consolidate their motor functions and skills and integrate their skills across domains. With increasing physical mobility comes greater opportunity to explore and experience the world.

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

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

Educators observe, and reflect on, the learning progression of a child's ability to achieve goals through the use of movement capabilities of their body. For each module, educators respond to a series of questions which draw on their existing knowledge of the child. When completed, the Tool gives teachers and educators a Learning Report which provides them with a picture of the child's strengths and interests related to the particular module.

Case study

Neha participates in four-year-old kindergarten, in metropolitan Melbourne. She enjoys playing in the kindergarten's green spaces. There are several small trees, large bushes, and rope swings that are safe for her and the other children to climb and explore. Neha delights in challenging herself to try out and master different ways to swing on the ropes. On a few occasions, her educator notices her coordinating her movements to pull the rope towards her and balance by clinging on with her hands and using her core strength. Her educator also notices how Neha communicates her movement intentions to her peers with purpose and confidence, using phrases such as "I'm going to put my legs on here".

Collect information

Based on multiple observations, collected over time and with added perspectives from her parents, other educators, and early years professionals, Neha's educators complete the *Wellbeing - movement* module. They note that Neha:

- responds positively to movement experiences
- enjoys social interaction with the other children and sensory activities
- shows awareness of her bodily need for physical exercise.

Question / Analyse

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

- use her senses and movement to explore and respond to her world
- show awareness of her movement abilities and the positioning of her body in space
- connect with the other children through play
- perform fundamental movement skills.

The report suggests intentional teaching strategies to advance Neha's learning based on where she is currently at, such as:

- play games that promote dodging and changing direction, such as moving through an obstacle course (e.g., weaving through cones, jumping between hoops, leaping over low hurdles)
- encourage the child to support peers in physical skills (e.g., providing encouragement and positive feedback to others, teaching a peer the expectations and movements of a familiar and enjoyable game, demonstrating the use of art or building equipment)
- remind the child of past successes and the steps they took to learn a new skill. Celebrate small successes to prompt confidence to perform tasks again and encourage taking safe risks
- teach and model strategies to solve movement challenges and encourage the child to use strategies to move towards independence and confidence (e.g., through imitation of more skilled peers, or watching demonstrations that break a movement down into steps and sequences, or seeking feedback and instruction from a trusted adult).

Neha’s educators reflect 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 Neha’s learning. Neha’s educators plan accordingly.



FIGURE 4: INTEGRATED TEACHING AND LEARNING APPROACHES

Plan

Following a review of the Tool’s suggested teaching strategies, Neha’s educators add extensions to the educational program.

Neha’s educators aim for her to:

- engage in more complex rope swinging to consolidate and extend her movement abilities
- watch other children climbing trees and ropes she is not comfortable scaling yet
- further explore spatial awareness and movement challenges.

Act / Do

Neha’s educators help her explore a variety of climbing resources at the kindergarten (such as trees, bushes, play equipment and more complex rope swings and ladders) confirming her existing mastery and fostering further development of her spatial awareness. Movement and altering of position, through trial and error, will be an explicit strategy her educators use. She will be supported to use this strategy to tackle parts of the outdoor environment she is still learning to climb. When climbing with friends Neha will be explicitly encouraged to watch and learn from their climbing strategies and movements but also to share with them what she knows. Children are encouraged to teach each other.

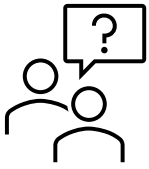


Early Years Planning Cycle (EYPC)

Reflect / Review

The plan for Neha guides reflection and review. Repeated ongoing observation in the day-to-day program guides this. As a team, they reflect on how they have observed Neha and her peers developing their upper body and core strength, coordination, resourcefulness, and executive functioning. Neha’s educators review the outdoor learning environment and reflect on different risky play opportunities that are on offer for all children in the service. They discuss the differences between a risk and a hazard and consider key phrases that they can use to support children to take risks and build confidence in a safe environment.

Wellbeing – movement: 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)?
- Children learn to manage and move their bodies in space in a range of environments and settings. Think of a particular space in your outdoor learning environment – what social opportunities does it promote?
- What resources, intentional teaching practices (interactions/experiences) and environments might support consideration of the *Wellbeing - movement* module?

References

Adventurous Play – developing a culture of risky play

<https://www.acecqa.gov.au/sites/default/files/2020-11/AdventurousPlay%E2%80%93DevelopingACultureOfRiskyPlay.pdf>

Early Years Assessment and Learning Tool

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

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>

Victorian Child Safe Standards

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