

Monitoring and sharing information about children's learning

Transcript of video

This video is available from www.qcaa.qld.edu.au/32498.html.

Anthony Shearer
Australian Catholic
University

Teachers monitor children's learning in kindergarten for three major reasons. The first of those is to monitor children's progress in relation to the learning outcomes identified in the curriculum. The second of those is to use the information that they get from monitoring children's learning in order to plan for further learning and teaching in their curriculum program. And the third is to provide information that they can use for conversations with teachers or children or other stakeholders who are involved in the children's education.

Teachers will have formal and informal processes for sharing information about children's learning with parents or carers. These could include daily conversations or catch-up evenings. Or they could include a more formal process like using the transition statement towards the end of the child's journey through kindy.

What's important is that teachers are really aware of the purposes for which those discussions are taking place, and that they're sensitive to the issues that parents will be wanting to understand about their own children.

For example, the transition statement that teachers use at the end of the year of kindergarten to share information with parents needs to be both a celebration of what the child's been learning during the year, but also a realistic and strengths-based summary of where the child's learning is at.