



## Sample documentation: Block play

The purpose of this resource is to show how one teacher documents the learning of a child in her service. The resource provides insight into the teacher's thinking in relation to her documentation and demonstrates making links with the *Queensland kindergarten learning guideline (QKLG)*.

The resource is based on the block play in the *Monitoring, documenting and assessing children's learning: Block play* video available at [www.qcaa.qld.edu.au/31999.html](http://www.qcaa.qld.edu.au/31999.html).

These resources support teachers to meet elements of Standards 2 and 5 of the Australian Professional Standards for Teachers ([www.aitsl.edu.au/australian-professional-standards-for-teachers](http://www.aitsl.edu.au/australian-professional-standards-for-teachers)).

Recommended time: 30 minutes

### Observing Liam

#### I'll help you, it's easy!

Liam and Ciara had both planned to work in the block studio this morning and their common interest became apparent at our planning meeting. After recognising that they both wanted to work in the same area, I invited them to share their plans and consider how they might be able to work together.

Through this discussion, Liam showed great pride in the knowledge that he had already gained in working with the blocks. He was more than willing to share this knowledge with Ciara in supporting her to build her work, claiming, 'Well I know how to make a block man, did you know how? I'll help you, it's easy!'

This mentoring continued as they moved into the block studio and began their work. Liam generously offered to support Ciara in her work, as well as working on his own construction.

### Reflecting on the learning

It's hard to think that at the beginning of the year Liam was reluctant to engage in any drawing at all when today he not only wanted to draw one but two plans in his planning journal!

The planning journal has been a great tool for Liam in developing confidence in his drawing and has opened up a door to a new way to represent his thinking and share his ideas with those around him. As he was drawing his plan today he said, 'I just want to draw a car, but it's hard to draw'.

Previously Liam would have required support to work through this difficulty. However, today he had already begun to draw the car before he had even finished his comment, and he completed the drawing independently and without hesitation.

We are proud of Liam and the persistence he has shown in his journey with drawing. We are so happy he has found confidence in this skill, and it has been great to see how much he now uses drawing as a tool. We cannot wait to see where else the discovery of drawing will take him.

### Linking with the curriculum

Liam is developing a strong sense of *Identity (QKLG)* as he shows persistence and confidence in himself as a learner.

As Liam gains enjoyment of, and interest in, arts languages and exploration of ways to convey meaning through visual arts, he is developing skills as an effective Communicator (*Communicating, QKLG*).

This tiny window into Liam and Ciara's day clearly demonstrates how they engage in *Active learning (QKLG)* with increasing confidence and involvement as they:

- show confidence, interest and involvement in learning
- understand ways to plan, think about and organise resources needed for self-chosen learning (materials, space or people)
- contribute to learning conversations.

The *QKLG* recognises this learning and development as important knowledge, skills and dispositions in becoming confident and involved learners.

## Analysing the demonstrated learning

At our kindergarten, the children use planning journals to visually represent the activities they are considering engaging with in their play. As children become familiar and confident with the use of their planning journals, they are able to extend beyond their individual plans. This includes:

- investigating the possibilities that unfold when they share their plans with others
- connecting with those with similar thoughts and ideas.

Small group planning meetings allow children to represent their thinking and create a platform for sharing their ideas with one another. This supports children in building positive relationships with others (*Connectedness, QKLG*) as they develop knowledge, skills and dispositions such as:

- ways to connect and engage with a variety of peers and people
- social skills for initiating interactions and contributing to play
- skills for cooperating (including sharing and turn-taking) and collaborating
- active engagement in group learning situations
- awareness of the reciprocal nature of rights and responsibilities
- positive ways to respond to others' efforts to interact, e.g. answering a friend's question, helping someone to join in, smiling and nodding to show you are interested
- desire to help others enjoy, join in, achieve their goals and manage tasks or situations
- awareness of fair and unfair behaviours in everyday situations.

## Where to next?

Liam and Ciara are currently showing a continued interest in block play. We will follow this interest and encourage opportunities for Liam and Ciara to connect in their planning and play in this area to extend their skills in working together in this space.

## More information

For more information, please visit the Queensland Curriculum and Assessment Authority (QCAA) website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and search for 'Monitoring, documenting and assessing'. Alternatively, email the K–12 Resources branch at [qklg@qcaa.qld.edu.au](mailto:qklg@qcaa.qld.edu.au).