Figure 2: Informed decision making

**Monitoring and documenting learning**

**Monitoring day-to-day and over time**
- Observing children as they engage in play, real-life engagements and routines and transitions.
- Engaging in learning conversations with children and parents.

**Selectively documenting learning**
- What significant learning have I observed? (See Table 3, page 32.)
- How can I most effectively document this learning, e.g. anecdote, photo or work sample with commentary, learning story, conversation record?

Note: When possible and appropriate, involve parents and families in gathering and documenting learning.

**Assessing children’s learning**

**Interpreting documented evidence of learning**
- What is happening in the situation or conversation I have observed and documented?
- What important information does it give me about this child’s or children’s learning, e.g. learning strengths, motivations, needs, interests, skills, knowledge or dispositions?
- Why is this learning significant?
- What other information do I need to gather to understand this child or these children’s learning?
- What does this mean for future decisions?
- What other evidence do I have that enriches my understanding of this child’s or these children’s learning?

**Making judgments**
- Identifying and reflecting on “where the child has come from”; “where they are now” and “where they are going”.
- Reviewing evidence of learning collected over time in a portfolio of learning:
  - What does this evidence tell me about this child’s developing knowledge, skills and dispositions?
  - How is their learning progressing?
  - What does this mean for future decisions?
- Considering the level of support provided and whether the learning occurred in a familiar or new situation.
  (Referring to the Continua of learning and development while making judgments about the phase of learning.)
- Reviewing the relevant collections of descriptions
- Making a more-like judgment, e.g. this child’s learning is more like a learner in the emerging phase than the exploring phase because …

**Interacting and co-constructing learning**

**Engaging in learning**
- Engaging in play, real-life engagements and routines and transitions.
- Using teachable moments in emergent and planned experiences.
- Selectively using intentional teaching practices (see Appendix 1, page 63).

**Planning and organising for learning**

**Considering the decision-making elements** (see pages 19–37)
- responsiveness to children
- building partnerships
- creating learning environments
- developing learning contexts — play, real-life engagements, and routines and transitions
- promoting children’s learning and development (see Learning and development areas, pages 38–62).

**Reflecting on learning and practice**

**Identifying learning possibilities**
- What is happening to promote this child’s learning?
- How can this child’s or these children’s learning be effectively promoted?
- What conversations, questions, materials, partnerships or learning contexts could be planned?
- What do I need to record, share or communicate? Why? Who with? How?
- What opportunities are provided for children to demonstrate learning?