Areas of Impact: Observational Story

for the Australian Curriculum Version 9

		Date:	
Child(ren) name(s):		**Age(s) of child(ren):**	
School/Site:		**Observed by:**	

Areas of Impact: Tick applicable

Wellbeing

- ☐ **Belonging and safety**
  Safe to question, learn and be accepted
- ☐ **Resilience and persistence**
  Cope with change and challenge
- ☐ **Cognitive engagement**
  Engage in learning that can be tricky

Learner Agency

- ☐ **Partners in learning**
  Children learn with others (teachers, families, & communities)
- ☐ **Voice to agency**
  Children direct their learning
- ☐ **Discernment and judgement**
  Develop perspective and flexibility

Effective Learners

- ☐ **Changing and learning**
  Transfer learning, problem solve
- ☐ **Critical curiosity**
  Ask questions, seek to understand
- ☐ **Meaning making**
  Connect learning
- ☐ **Creativity**
  Creative thinking, problem solving
- ☐ **Strategic awareness**
  Autonomy and planning ahead

Excellence and Equity

- ☐ **Inclusion**
  Diverse learners and acceptance
- ☐ **Knowledge, skills, competencies, and capabilities**
  Opportunity for autonomous learning
- ☐ **Breaking the link between background and excellence**
  Empowerment and belief in all children
- ☐ **Aboriginal learners**
  Cultural identity, skills and confidence nurtured

Australian Curriculum V.9 General Capabilities: Tick applicable

- ☐ **Critical and Creative Thinking**
  Learning about the world around them using inquiry and analysis. Use creativity and perspective to generate answers, solve problems and reflect on processes.
- ☐ **Literacy**
  Communicate through varying means (reading, writing, conversation and viewing), access and understand information, and interact with others.
- ☐ **Intercultural understanding**
  Engagement in a connected, culturally and linguistically diverse world. Navigate intercultural contexts and reflect on understanding.
- ☐ **Numeracy**
  Children learn to apply mathematics skills in many aspects of their lives. Such as number sense, algebra, measurement and geometry, statistic and probability.
- ☐ **Personal and social capability**
  Develop management and awareness of self, and social competency through relationships, collaboration, and emotional and social development. Children develop empathy and strong self-esteem.
- ☐ **Digital Literacy**
  Using digital technology to communicate, investigate, create, learn, interpret and explore. Select appropriate digital tools for learning. Protect safety of self and others in a digital environment.

Play Type: Tick applicable

☐ **Solitary**	☐ **Onlooker**	☐ **Parallel**	☐ **Associative**	☐ **Cooperative**

Nature Play SA | Thriving Learners

Thriving Learners is a program funded by Department for Education (DfE) developed by Nature Play SA to support the DfE's Areas of Impact.

Observation Record: What happened?

Describe setting, and people involved. Explain the play, interaction, conversation, actions observed. Elaborate on your role in the story. Make links to curriculum, learning and development.

Child's voice:

Encourage children to share their ideas, views, feelings and wonderings. You can explore here any ideas for future learning/play that children may have. Children may also wish to write here themselves or draw a picture to communicate.

If more than one student, attach another sheet to this observation.

Teacher/Educator/Facilitator reflections:

What did you notice or learn? Did anything surprise you? What went well? What might you like to change? How will this change your practice going forward? Can you extend on this student's learning with this information? What next? Anything to read, source, explore further?

Please fill out after you have collected children's voice.

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