

# 4 EASY STEPS FOR MAKING

# HIGH-QUALITY OBSERVATIONS

This easy four-step formula can support practitioners to include the essential elements of a high-quality observation.

Build your observation by drawing upon the information and examples included within each section.



## STEP 1: CONTEXT

Context should provide an idea of where the learning took place and what the learning was about.

Think about 'context' as 'setting the scene.'

- "Whilst engaged in a small group activity at the art table, Jenny..."
- "In the block area, Arlo was using the small blocks to..."
- "Brodie was sitting alone at the writing table..."
- "Lucy was chatting with friends at the snack table."



## STEP 2: DEGREE OF ACHIEVEMENT

The 'Degree of Achievement' describes the stage the child is at in their learning.

- "Is now attempting..."
- "Is beginning to..."
- "Tried to..."
- "Is able to..."
- "Can confidently..."
- "With a little support..."
- "For the first time..."
- "Competently..."
- "For a short time..."
- "For an extended time..."



## STEP 3: LANGUAGE OF LEARNING

The 'Language of Learning' describes the learning that is being observed.

- Explored
- Showed curiosity
- Is becoming aware
- Created
- Designed
- Persevered
- Experimented
- Learned by trial & error
- Was able to...
- Compared
- Investigated
- Explained



## STEP 4: CHILD'S VOICE

What the child is saying in relation to the learning being observed. Using open-ended questions will support gathering of children's thoughts and opinions.

Use of children's voice should be relevant, meaningful, supportive of the observation, and written in quotation marks.

- "I've made it bigger."
- "I think this one feels lighter."
- "I'm going to share this with my friend."
- "When it gets dark, I go to bed."
- "The stars and moon come out at night."
- "Flowers in the garden need water to live."