

Seriously Kids™

Supporting, educating, empowering.... Seriously useful

We encourage you to use this checklist as a source of information rather than as a prescriptive checklist. Checklists are great guides to help you determine what you may need, provide a starting point to help making a decision or establishing a clear view of the situation on paper.

Please Note: This tracking tool is as a support to your service to assist with ensuring you are covering all the areas and documentational requirements. This can be adapted as needed for your specific needs.

LEARNING STORIES AUDIT CHECKLIST

A learning story is a narrative that describes the experience/learning that occurred including how the child interacts during the experience or with others, conversations, interests, skills etc.

Put simply a learning story is as it says, a story. It paints a picture through the process of re-telling a story.

A learning story is another format used to document a child's learning journey using storytelling to describe the learning.

This checklist is a good starting point to assist you in ensuring you are focusing on the many elements that provide good structure and form to a valuable learning story. You may find it useful to combining this checklist in conjunction with the child learning documentation monitoring as a good tracking tool.



SK recommends completing one of these audits.

Learn more at <https://www.seriouslykids.com.au/learning-stories/>



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Educator

Date

Learning stories can be simplified into three key questions:

1. Describe the learning
2. Review the learning
3. What's next

A way to establish you are covering all key questions to probe further with these additional questions:

| | | |
|--------------------------|-----------------------------------|----------------------|
| <input type="checkbox"/> | Are there interactions with peers | <input type="text"/> |
| <input type="text"/> | | |

| | | |
|--------------------------|------------------------------------|----------------------|
| <input type="checkbox"/> | Are there interactions with adults | <input type="text"/> |
| <input type="text"/> | | |

| | | |
|--------------------------|--|----------------------|
| <input type="checkbox"/> | Is there feedback- input and suggestions from the children (child's voice) | <input type="text"/> |
| <input type="text"/> | | |

| | | |
|--------------------------|---|----------------------|
| <input type="checkbox"/> | Is there feedback-input and suggestions from other educators (educator's voice) | <input type="text"/> |
| <input type="text"/> | | |

| | | |
|--------------------------|---|----------------------|
| <input type="checkbox"/> | Is there feedback- input and suggestions from the family (family's voice) | <input type="text"/> |
| <input type="text"/> | | |

Have you provided room for the family feedback

___ / ___ / ___



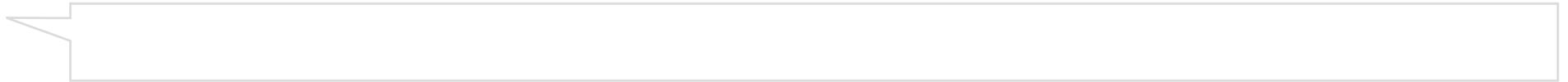
Are children's interests, achievements and strengths highlighted

___ / ___ / ___



Do they include family heritage and culture

___ / ___ / ___



Do they include the community

___ / ___ / ___



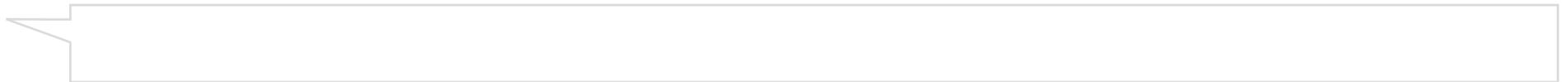
Does it include pictures (It is essential to have at least of 1 picture)

___ / ___ / ___



Are children's skills and knowledge shown

___ / ___ / ___



Are the children's feelings shown

___ / ___ / ___



Is there program follow up

___ / ___ / ___

[Text input area for program follow up]

Is there an extension (opportunities or possibilities) of learning visible (for planning now or in the future)

___ / ___ / ___

[Text input area for learning extension]

Learning Outcome achieved or working towards

___ / ___ / ___

[Text input area for learning outcome]

Does it describe the learning that is occurring clearly

___ / ___ / ___

[Text input area for learning description]

Does it link to the EYLF

___ / ___ / ___

[Text input area for EYLF link]

Does it link to NQS

___ / ___ / ___

[Text input area for NQS link]

Does it include reflections from developmental data and milestones

___ / ___ / ___

[Text input area for reflections]