



Children's Learning Portfolio

Supporting work with Traveller & Roma Families

A Practitioners Handbook

Produced by
Longford County Childcare Committee

Introduction

It has long been established that participation in high-quality preschool is beneficial for children, resulting in the development of foundations for future school engagement and quality of life. There are also other benefits which can have impacts on their parents and

“Showing parents how play within preschool supports their child’s learning and reflects their own culture is key to engagement”

even their own children. Therefore, it is important that a child’s parent(s) understand the purpose of play in preschool, what they are learning at preschool and know how to extend that learning at home. It is also important to establish a partnership with parents to keep open lines of communication regarding a child. If the adults around a child support learning and any changes carefully, then hopefully, the child will anticipate learning and change with enthusiasm.

In this document, we suggest how to make visual records of children’s learning which can be shared with parents. Showing parents how play within preschool supports their child’s learning and reflects their own culture is key to engagement. Parental partnership is an opportunity for sharing lots of information which, if conducted sensitively and with care, can ensure a successful continued participation in preschool for the child.

Eimear Carron

Longford County Childcare Committee – Manager



Purpose and aim

“ Its purpose is to support practitioners to record traveller children’s learning in a way that it is easy to present to and engage parents”

children’s learning in a way that it is easy to present to and engage parents. It is hoped that parents will gain an understanding of the importance of preschool education and will address transient attendance. The information and ideas contained in this document may be transferable to practice with other families such as migrant and minority background participating in early year’s services. Practice will always vary and should do if it is to respond appropriately to the unique needs of a particular

community or individual. Therefore, this document does not aim to be prescriptive, but rather to support practitioners. It is hoped that the document will also serve those practitioners in aspects of their work focused on capacity-building in, and training provided to, mainstream early year’s services. The document also highlights the importance of the two National Framework’s Aistear and Síolta for the delivery of early years care and education to Traveller and Roma families.

Policy environment

Current policy states that Traveller children should receive their education, including preschool education ‘within an integrated provision that welcomes them as equal participants and also respects their culture’ (DES, 2006:96). There are no national figures of the overall uptake among Traveller children of early year’s services, nor of their uptake of the universally available free preschool year, but anecdotal evidence suggests that it is well below that of the wider population. The OECD (2004:8) thematic review highlights ‘the level of educational achievement of traveller children is a matter of deep concern....low enrolment rates of traveller children in preschools and infant school suggest that most traveller children are entering primary school already at a great disadvantage’.

Demography

Nationally, Longford has the second highest percentage of Travellers per 1000 people in the population with 744 recorded in the Census (2011). Locally there are over 300 Traveller families with 175 consented to work with the Traveller Primary Healthcare Project. Of these 175 consented families there are 70 children between 0-6 years of age in Co. Longford. A survey of childcare services (LCCC, 2014) within the county has revealed that 18 children are from a Traveller background with 11 of those availing of their FREE preschool year. The same survey of childcare services (LCCC, 2016) within the county now indicates that 30 children are from a Traveller background with 20 of those availing of their FREE preschool year. Therefore, Longford services have 4.6% of traveller children attending a childcare service.

Why work with parents?

Aistear and Síolta highlight the important role parents and families play in children's lives. One of the principles of Aistear – Parents, family and community, states that, 'parents are the most important people in children's lives. The care and education that children receive from their parents and family, especially during their early months and years, greatly influence their overall development. Extended family and community also have important roles to play' (Principles and themes, 2009, p.9).

Parents is also a principle of Síolta which acknowledges that, 'parents are the primary educators of the child and have a pre-eminent role in promoting well-being, learning and development' (2006, p.6). Standard 3 of Síolta, Parents and Families, highlights the importance of valuing and involving parents through a range of clearly stated, accessible and implemented processes. Parents perceive and retain information differently so it is the responsibility of the service to ensure that all parents have access to their child's learning and developing childhood journey in a manner that is accessible to that particular family.



Reflection Point

Think about how you currently provide information for parents. What information do you share weekly/monthly/annually? Do you facilitate specific requests for information? Do you help to inform parents of their key role in their child's learning and development? How do you do this? (DES, 2010)

Aistear's guidelines, *Building Partnerships between Parents and Practitioners* provide information on helping parents to support their child's learning and development at home.

As Early Years Practitioners you can help parents to support their children's learning and development in the following ways:

- ✓ Share information verbally, about the curriculum with parents.
- ✓ Use a notice-board to let parents know what activities children do on a particular day. Pictures might be useful in sharing this information with parents who have low literacy levels or little English or Irish.
- ✓ Send home photographs of the children with short captions which describe what they have been doing and learning.
- ✓ Let parents know about topics that interest their children. Find out what their interests are at home and build on these.
- ✓ Invite parents to share information about their culture and traditions that might be useful in supporting their children's learning and development. (NCCA, 2009)

As Early Years Practitioners you can help parents by sharing resources with them:

- ✓ Make samples of the children's work, photographs and video clips available to parents to review with the practitioner to ensure parents get a full understanding of the benefits of the activity in question.
- ✓ Lend story books and tapes of songs and rhymes to allow children to share their learning with family members.
- ✓ Make learning kits with ideas for activities, and include items like chubby crayons and safety scissors if funds allow. (NCCA, 2009).?



Reflection Point

How do you currently share children's learning with parents? Is this a meaningful experience for parents? Do they truly understand the benefits of the learning experience?

The Importance of Play for Young Children

“ Much of children’s early learning and development takes place through play and hands-on experiences”

Aistear and Síolta highlight the important role of play in children’s lives. Much of children’s early learning and development takes place through play and hands-on experiences. Through these, children explore social, physical and imaginary worlds. These experiences help them to manage their feelings, develop as thinkers and language users, develop socially, be creative and imaginative and lay the foundations for becoming effective communicators and

learners (Principles and themes, 2009, p.11). It may often be the case that parents do not understand the importance of play for their children. It is the responsibility of early years practitioners to share their knowledge and enable parents to understand the role and significance of play in the lives of their children.

Síolta also acknowledges the importance of play as the children learns about the world around them. Play is a time of fun and enjoyment for children and when engaged in quality play experiences children are learning. This highlights why play should be a primary focus in a quality early childhood setting. Síolta also notes the importance of having supportive adults around to extend children’s play. This responsibility falls to parents as well as early years practitioners. As practitioners you should share your knowledge, understanding and engagement in play with parents in a way that is meaningful to them.

Reflection Point

Do I ensure all parents understand the importance of play? Do I promote play as a medium for learning? How do I do this? List three ways in which I can improve?



Benefits of Documenting Learning

The process of noticing and recording children's learning is an essential element of effective practice within the early years. Noticing and recording learning provides an information base that enables practitioners to successfully analyse and plan for children's learning. Aistear advises practitioners to collect, document and reflect on children's work to ensure we are providing high quality learning opportunities for them.

Documentation includes samples of children's work, notes, photographs and video or audio records, stories, daily diaries or records of care, checklists, and reports. The guidelines suggest storing these in practitioners' files, in central files and/or in children's learning portfolios. A learning portfolio can take the form of a folder, a scrapbook, a shoe/cereal/pizza box or something similar in which assessment information can be stored. The collection tells the story of each child's learning journey – his/her efforts, progress and achievement over time. When we collect information in a range of ways the results are richer, and in turn, that helps us to analyse, plan for and assess children learning in rich ways.

When sharing documentation with parents, practitioners must assess the most meaningful method of communicating information. For parents with low levels of literacy photographs, art work, video and audio samples of work, combined with a verbal explanation, are powerful methods of communicating.



Reflection Point

Do I record children's learning in a variety of ways?
Do I share learning recorded through each method with parents? Do I realistically evaluate which method is best suited to each parent or family? Can I improve my practise in any way?

Sample Children's Learning Portfolio



Visual Evidence of Learning



CHILD'S LEARNING

Maths: Empty – Full

Literacy: Left – Right

PRACTITIONER'S PROMPT

Here the child is playing with water. He is pouring water from one bottle to another. While engaging in this play the child is exploring maths concepts such as full and empty. He is also pouring from left to right. This sequence is unconsciously preparing him for reading and writing from left to right later in life.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	1	1 2 3 4 5 6
②	① 2 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	3	1 2 3 4 5 6
④	1 ② 3 4 5 6	④	1 2 ③ 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	1 2 3 4 5 ⑥
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Fine motor: pencil grip

PRACTITIONER'S PROMPT

Here the child is playing with pegs. The small size of these pegs encourages muscle development in the fingers. This enables the child to develop his pincer or tripod grip. This is essential in order to learn to draw, write and colour.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 ④ 5 6	1	1 2 3 4 5 6
②	1 ② 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	1 2 ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	① 2 3 4 5 6
2	1 2 3 4 5 6	②	1 ② 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Literacy: reading

PRACTITIONER'S PROMPT

This child is using an everyday magazine to explore letters, print and words. This is the beginning of the child understanding that letters mean something and that print and writing is something that we see all around us and use to make meaning of situations.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	①	1 2 3 4 5 ⑥
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	④	① 2 ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	① 2 3 4 5 6
2	1 2 3 4 5 6	②	1 ② 3 4 5 6
③	1 ② ③ ④ 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

World around me/animals

PRACTITIONER'S PROMPT

This child is playing with farm animals. He is exploring the sounds animals make and the characteristics of each animal. The practitioner is talking to him about where these animals come from and their function on the farm, therefore extending his knowledge of the world around him.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	①	1 2 3 4 5 ⑥
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 2 ③ 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 ⑤ 6	④	① 2 ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 ② 3 4 5 6	①	① ② 3 ④ 5 6
②	1 2 3 ④ 5 6	②	① ② ③ 4 5 6
③	1 ② 3 4 5 6	③	1 2 3 4 ⑤ 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Working together

PRACTITIONER'S PROMPT

The children are making gift boxes for their parents. They must work together to share resources and work individually to create their own box. They must think about their project and decide how to manipulate the materials to make the desired project. This promotes the children to use their creativity and imagination skills which are important for problem solving later in life.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	①	① 2 3 4 5 ⑥
2	1 2 3 4 5 6	②	① 2 3 4 5 6
③	① 2 3 4 5 6	③	① ② 3 4 5 6
④	1 2 3 ④ 5 6	④	① 2 ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 ② ③ 4 5 6	①	1 2 3 4 5 ⑥
②	① 2 3 ④ 5 6	②	① ② ③ 4 5 6
③	1 2 3 4 ⑤ 6	③	① 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Sharing/friendship

PRACTITIONER'S PROMPT

The children are working together using the Montessori Equipment. For this activity to work well they must co-operate with each other, listen to each and share the materials available.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 ⑤ 6	①	① 2 3 4 5 ⑥
②	1 ② 3 4 5 6	②	① 2 3 4 5 6
③	1 ② 3 4 5 6	③	① ② 3 4 5 6
④	1 ② 3 ④ 5 6	④	① 2 ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 ② ③ 4 5 6	①	1 ② 3 4 5 6
②	① 2 3 ④ 5 6	②	1 2 ③ 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	① 2 3 ④ 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Art: drawing

PRACTITIONER'S PROMPT

This child is communicating with us what he is interested in and how he sees the world around him. He is making decisions about what to draw and what colours to use. He is learning how to hold a pencil correctly which will enable him to learn how to write when he is a little older.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	①	1 2 3 ④ 5 ⑥
②	① 2 3 4 5 6	②	① 2 3 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 ④ 5 6	④	1 ② ③ 4 ⑤ 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	① 2 3 4 ⑤ 6	①	① 2 3 4 5 6
②	① 2 3 4 5 6	②	1 2 ③ 4 5 6
③	① 2 3 4 5 6	③	① 2 3 4 5 6
④	① 2 3 4 5 6	④	① 2 3 ④ 5 6

Visual Evidence of Learning



CHILD'S LEARNING
Cause and effect: relationships

PRACTITIONER'S PROMPT

This child is learning how to take water from the jug into a large pipette and transfer it to a larger container. This child is learning about the cause and effect of her actions.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
(1)	1 2 3 4 5 (6)	(1)	1 2 3 (4) 5 (6)
(2)	(1) 2 3 4 5 6	(2)	(1) 2 3 4 5 6
(3)	(1) 2 3 4 5 6	3	1 2 3 4 5 6
(4)	1 2 3 (4) 5 6	(4)	1 (2) 3 4 (5) 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
(1)	(1) 2 3 4 5 6	(1)	(1) 2 3 4 5 6
2	1 2 3 4 5 6	(2)	1 2 (3) (4) 5 6
(3)	(1) 2 3 4 5 6	3	1 2 3 4 5 6
(4)	(1) 2 3 4 5 6	(4)	(1) 2 (3) 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Drawing, writing and painting

PRACTITIONER'S PROMPT

This child decided to draw with the chalk. While using chalk, he is building up the muscles in his hands so he can hold a pencil when he is learning to draw and write. Practising writing while standing up also helps develop his upper body strength.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	①	1 2 3 ④ 5 ⑥
②	① 2 3 4 5 6	②	① 2 3 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 ④ 5 6	④	1 ② 3 4 ⑤ 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	① 2 3 4 5 6	①	① 2 3 4 5 6
2	1 2 3 4 5 6	②	1 2 ③ ④ 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	① 2 ③ 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Problem solving

PRACTITIONER'S PROMPT

This child completed this puzzle all alone. He worked quietly and independently and was very pleased with himself when it was complete. Problem solving and independence are important skills to learn in preschool.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	① ② 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	④	1 ② 3 4 ⑤ 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	1 ② 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Building

PRACTITIONER'S PROMPT

This girl is playing with lego. She told the practitioner working with her 'my daddy builds houses. I'm going to be a builder like him'. This shows how she understands what her daddy works at and relates it to her play.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	①	1 2 3 ④ 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 ② 3 4 5 6	4	1 2 3 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	1 2 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

Sharing/senses: wet and dry

PRACTITIONER'S PROMPT

The children are all playing together at the sand. One child asked 'can we add water to the sand?' The practitioner said 'of course' and began a conversation about how the sand feels and whether it was wet or dry. This is the beginning of children learning about opposites.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	③	① ② 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	②	1 2 ③ 4 5 ⑥
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① ② 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

Literacy: reading

PRACTITIONER'S PROMPT

This child is taking some time out in the book corner to look at books. While she cannot read yet she is looking at letters and words and associating them with the pictures.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 2 ③ 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	1 2 3 ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 2 3 ④ 5 6	③	1 2 ③ 4 5 6
4	1 2 3 4 5 6	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Fine motor: pencil grip

PRACTITIONER'S PROMPT

This child is using straws to make different shapes. She has to work hard to thread each straw to the next. This develops her finger muscles that she will need for writing and drawing in the future.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	① ② 3 ④ 5 6	④	① ② 3 ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	②	① 2 ③ 4 5 6
3	1 2 3 4 5 6	③	① 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① ② 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

Senses/building

PRACTITIONER'S PROMPT

These children are experimenting with science here. The sand is dry and won't make a sandcastle for them. The practitioner suggests that they add water. When they add the water, the consistency of the sand changes and they can make a sandcastle. They are working together to achieve this new learning.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 ④ 5 6	④	① ② 3 ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	②	1 2 3 ④ 5 ⑥
3	1 2 3 4 5 6	③	1 2 3 ④ 5 6
④	① 2 3 4 5 6	4	① 2 3 4 ⑤ 6

Visual Evidence of Learning



CHILD'S LEARNING

Art: 3D clay modelling

PRACTITIONER'S PROMPT

These children are playing with clay. They understand that they can make something that they can keep forever. This develops their imagination that will help with problem solving and fine motor skills that they need to develop for writing and drawing.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	① 2 ③ 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	④	1 ② ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	① 2 3 4 5 ⑥
2	1 2 3 4 5 6	②	1 ② 3 ④ 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 ⑤ 6

Visual Evidence of Learning



CHILD'S LEARNING

Life skills/role play

PRACTITIONER'S PROMPT

This child is playing with the doctors set. She is manipulating the objects and learning how they work. She may have seen similar items when she visited the doctor if she was sick. Playing with items like this helps children understand the world around them.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 ② 3 4 5 ⑥	①	1 2 ③ ④ ⑤ 6
2	1 2 3 4 5 6	②	① ② ③ 4 ⑤ 6
3	1 2 3 4 5 6	③	1 2 3 4 5 6
④	① 2 3 ④ 5 6	④	① 2 3 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	1 ② 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	1 2 3 ④ 5 6
④	1 2 3 4 5 ⑥	④	① 2 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

Colours and shapes

PRACTITIONER'S PROMPT

Using a simple puzzle like this one allows children to learn about colours and shapes. The practitioner helped this child find similar colours and shapes in the classroom and so reinforced her learning.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	① ② 3 4 5 6	④	1 ② ③ ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 ② 3 4 5 ⑥	①	1 2 3 4 5 ⑥
2	1 2 3 4 5 6	②	① 2 3 4 5 ⑥
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 5 ⑥	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Fine motor: pencil grip

Art: painting

PRACTITIONER'S PROMPT

This child loves fairies so the practitioner planned a theme around fairies. They made fairy cakes, read fairy stories and are making fairy finger puppets here in the photograph. Listening to the children's ideas and interests ensures the children feel respected and that they have a voice.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	①	1 2 ③ 4 5 ⑥
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	④	1 2 ③ ④ 5 ⑥
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	1	1 2 3 4 5 6
2	1 2 3 4 5 6	②	1 ② 3 4 5 6
3	1 2 3 4 5 6	③	① 2 3 4 5 6
④	① 2 3 4 5 6	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Letters/shapes

PRACTITIONER'S PROMPT

Using a simple puzzle like this one allows children to learn about colours and letter shapes. The practitioner helped this child find letters associated with his family.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	1 2 3 4 5 ⑥	①	1 2 3 ④ ⑤ 6
2	1 2 3 4 5 6	②	① ② ③ 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	1 ② 3 ④ 5 6	④	1 2 ③ 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	1 2 ③ 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	1 2 3 4 ⑤ 6
④	1 ② 3 4 5 6	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Building: Maths: Shape/size

PRACTITIONER'S PROMPT

While playing with blocks like this, children are learning about maths concepts such as measuring, comparing, height and length. This will help them when they begin to learn this formally in primary school.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	1 ② 3 4 5 6	3	1 2 3 4 5 6
④	① 2 ③ 4 5 6	④	1 2 ③ ④ 5 ⑥
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	①	① 2 3 4 ⑤ ⑥
2	1 2 3 4 5 6	②	① 2 3 ④ 5 6
3	1 2 3 4 5 6	③	① 2 3 ④ 5 6
④	1 ② 3 4 5 ⑥	④	① 2 3 4 ⑤ 6

Visual Evidence of Learning



CHILD'S LEARNING

Thinking and doing

PRACTITIONER'S PROMPT

This child is learning how things work and is using his thinking skills to experiment.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Art: painting

Science: mixing colour/making new colours

PRACTITIONER'S PROMPT

This child was painting a picture for her mammy. As she painted she noticed the colours mixing and making new colours. She continued to mix colours to see what new colours she could create. This is the beginning of her exploration of science concepts.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	①	1 ② ③ 4 5 ⑥
2	1 2 3 4 5 6	②	① ② 3 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	1 2 3 4 5 ⑥
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	① 2 3 ④ 5 6
④	① 2 3 ④ 5 6	④	① 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Art: painting

Autumn tree as seen by the child

PRACTITIONER'S PROMPT

In group time we spoke about the changing seasons. We looked at the colours of the trees outside. At painting time, this child painted what she saw. This shows her understanding of the changing seasons and also her ability to relate concrete experiences to abstract.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	① ② 3 4 5 6	3	1 2 3 4 5 6
④	1 ② 3 4 5 6	④	1 ② ③ 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	①	① 2 ③ ④ 5 ⑥
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	① 2 ③ 4 5 6
④	① ② 3 4 5 ⑥	④	1 2 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

Art: drawing

Granny's candle that she keeps in her house

PRACTITIONER'S PROMPT

This child has a special relationship with his granny. He talks about her a lot in afterschool. This drawing shows that she is never far from his mind

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	① 2 3 4 5 6	①	1 2 ③ 4 5 6
2	1 2 3 4 5 6	②	① ② ③ 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 6	④	1 2 ③ 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
②	1 ② 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	1 2 3 ④ 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Literacy: writing and communicating

PRACTITIONER'S PROMPT

This is a simple drawing but the child is learning to hold the pencil and write.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	① 2 3 4 5 6	3	1 2 3 4 5 6
④	1 ② 3 4 5 6	④	① ② 3 4 5 ⑥
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 ⑥	④	① 2 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

My family: relationships

PRACTITIONER'S PROMPT

Young children love to talk about their family and this child used glitter, glue and buttons to represent her family. We must remember that children see things differently than adults and to this child, this is her family.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	①	1 2 3 ④ 5 6
2	1 2 3 4 5 6	②	① ② ③ 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 ⑤ 6	④	1 2 3 ④ 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
①	1 2 3 4 5 ⑥	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	① 2 3 4 5 6
④	1 2 3 4 5 ⑥	④	1 2 3 4 5 ⑥

Visual Evidence of Learning



CHILD'S LEARNING

My best friend: relationships

PRACTITIONER'S PROMPT

This child told the practitioner that she loves to play with her best friend and so she drew a picture of her to bring home. Friendship and co-operation are important childhood skills.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
①	① 2 3 4 5 6	①	① 2 3 ④ 5 6
2	1 2 3 4 5 6	②	① ② ③ 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	1 2 3 4 ⑤ 6	④	1 2 3 4 ⑤ 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	③	1 2 3 ④ 5 6
④	① ② 3 4 5 6	4	1 2 3 4 5 6

Visual Evidence of Learning



CHILD'S LEARNING

Nature

PRACTITIONER'S PROMPT

The children were playing in the garden. This child took the leaf inside to explore it further. He asked the teacher could he take it home. She suggested he stick it to some paper and hang it in his kitchen to share with his mammy and daddy.

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
③	① 2 ③ 4 ⑤ 6	3	1 2 3 4 5 6
④	1 2 3 ④ ⑤ 6	④	① 2 ③ 4 ⑤ 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	①	① 2 3 ④ 5 ⑥
2	1 2 3 4 5 6	②	① 2 3 4 5 ⑥
3	1 2 3 4 5 6	3	1 2 3 4 5 6
④	① 2 3 4 5 ⑥	④	1 2 3 4 5 ⑥

Children's Learning Portfolio



Visual Evidence of Learning

**PLACE PHOTO
OR
CHILD'S WORK HERE**

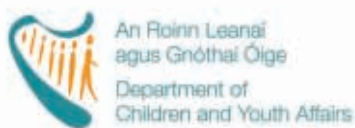
CHILD'S LEARNING

PRACTITIONER'S PROMPT

LINKS TO AISTEAR

Well Being	Learning Goal	Identity & Belonging	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6
Communication	Learning Goal	Exploring & Thinking	Learning Goal
1	1 2 3 4 5 6	1	1 2 3 4 5 6
2	1 2 3 4 5 6	2	1 2 3 4 5 6
3	1 2 3 4 5 6	3	1 2 3 4 5 6
4	1 2 3 4 5 6	4	1 2 3 4 5 6

Longford County Childcare Committee
Community Enterprise Centre
Templemichael
Longford
Tel: 043 3342505
enquiries@longfordchildcare.ie
www.longfordchildcare.ie



st. stephen's green trust