

Learning Story Framework - Wendy Lee & Margaret Carr (2012)



Notice

- The Educator notices learner's engagement or interest in something:
- What is encouraging or interesting a child in this episode?
- What are they trying to master, learn, achieve or explore?
- What actions or behaviours did you notice?
- Does this link to anything you have noticed before for this child?
- Was there another child or adult involved and if so, what was their role?

Recognise

- The educator recognises what learning is taking place for the child:
- What learning happened here?
- What learning is valued here?
- What were the key points to the story? Why?
- What is significant for you? For the child? For others?
- What links can be made to past instances of learning?
- Does the child have anything to say about importance of what has occurred here?
- What does the learner's family recognise here?
- What have you learned?

Respond

The educator responds to and extends the learning:

- Are there possibilities or opportunities for further learning?
- What might the child's own goal be here?
- Are there any resources, strategies or experiences the educator can introduce to support the learning?
- Are there opportunities to nurture the children's dispositions?

- What is the adult's role here?
- Does the response encourage self-motivation?

Recording

How can educators work effectively with children to record learning in ways that are accessible and meaningful to everyone involved?

Revisiting

Is there a way for educators to document learning that promotes learners' enthusiasm for revisiting it?

Reflecting

How can children and adults (educators and families) reflect to co-construct meaning about their identities as learners?