Activity Observation Sheet (Kindergarten)

Early Years Educator:		**Reviewer:**	
School:			
Date:		**Time:**	
Class:	**No. of LSAs:**	**Learners on roll:**	**Learners present:**
Theme:	**Activity:**	**Learners with a statement of needs:**	

Medium term planning (3-4 weeks) has time-frames, learning outcomes, assessment tasks and resources;	
Daily planning relates to medium/short (1 week) term planning;	
Planning allows for emergent learning;	
Planning is thematic;	
Planning caters for different stages of learner development.	
Educator's planning sustains class activities	

Creates a learning environment (inside/outside class) conducive to learning and specific child interest *(not only physical: plants, child belongings, free play, welcome song, attendance game, weather chart)*	
Celebrates learners' work without creating clutter *(including celebration of work/achievements during the activity)*	
Manages well learner behaviour by using set classroom procedures;	
Establishes positive relationships with learners;	
Promotes productive interaction among ~~all~~ learners;	
Establishes thematic corners *(water and sand provision, book corner, art corner, role-play corner, writing corner)*	
Educator organises and manages learning environment effectively	

Explores and acknowledges learners' prior knowledge and skills;	
Places learning experiences in the context of the learners' realities to maximise discovery learning;	
Assigns tasks that form an integral part of activity development;	
Manages time in a way that sustains an appropriate learning pace;	
Adapts learning situations according to learners' progress;	
Activity closure revisits expected learning outcomes.	
Educator scaffolds learning by adopting a clear activity structure	

Involves learners through appropriate questioning techniques;	
Tasks assigned engage learners enabling their progress according to their level of development;	
Makes use of incidental opportunities for learning;	
Integrates digital literacy in the learning process;	
Uses group work to increase learner involvement in the learning process;	
Uses different resources to address the different learning needs, abilities and preferences.	
Educator employs a creative teaching approach that involves and motivates learners	

Adopts a variety of assessment strategies that address learners' different needs and abilities;	
Includes parents in the process of reinforcing and extending the learning process;	
Provides learners with verbal feedback;	
Keeps record of learners' performance (samples of work, learning stories, record of development progress, etc)	
Educator implements ongoing formative assessment	

There is clear evidence of collaboration in planning between Educator and LSA;	
The Educator and the LSA collaborate to include the learner with a statement in the learning process;	
The LSA supports the Educator in facilitating the learning process of all learners in class.	
LSAs and Educators work in synergy for the benefit of all learners	

Supports learners to strengthen their sense of identity (self-expression, independence, resilience)	
Supports learners to develop a positive self-image (aware of potential, confident, risk-taking)	
Supports learners to become socially adept (strengthen relationships, empathise, collaborate)	
Supports learners to become more effective communicators (creative expression, patterns, letters, numbers, use of first and second language)	
Supports learners to nurture positive attitudes towards learning and become engaged and confident learners (enthusiasm and motivation, curiosity, concentration, perseverance, imagination, accept criticism)	
Supports learners to have a range of cognitive skills (labelling, identifying, recognition, sorting, hypothesising, predicting, comparing, sequencing, grouping.)	
Supports learners to broaden their knowledge and reinforce their understanding through availability of and access to various sources of information.	
In the learning experience observed, learners register progress in one or more of the above domains	

Areas for improvement:	Main Strengths: