RESOURCE 1 | EDUCATORS AND ROOM SUPERVISORS

Making Learning Visible

A writing and coaching tool for everyday family communication. Use it to explain the professional practice behind ordinary classroom moments.

Start with one observed moment
A useful update connects what children did with your response and the learning they practised. One specific example is enough. Routine care information still matters.

Build your next update

1 What did you actually see or hear?

Record an action, strategy, interaction or short quote. Describe the evidence before naming the skill.

2 What did the educator do, and why?

Name a question, adjustment, material, model or support that helped the child participate or think further.

3 What learning did this give the child practice in?

Choose the most relevant skill. Use “practised”, “explored” or “tried” rather than claiming mastery from one activity.

4 What will you notice or offer next?

Write it together: “We noticed ____. We supported this by ____. This gave children practice in ____. Next, we will ____.”

WORKED EXAMPLES

The difference is in the explanation

These fictional examples show the thinking behind the update. Adapt them to actual observations, children and program practices.

Toddlers | Water pouring

Activity only: “We enjoyed water play today.”

Learning made visible: “Sam steadied a cup with one hand and tipped a jug with the other. When water spilled, we offered a smaller jug and waited while Sam tried again. This gave Sam practice coordinating both hands and adjusting the pouring movement. We will keep offering containers Sam can manage independently.”

Why it works: The update shows the child’s attempt and the educator’s adjustment. It does not turn a spill into a failure.

Preschool | A shared construction problem

Activity only: “The children built a garage with blocks.”

Learning made visible: “Two children disagreed about the size of the garage door. We invited them to test whether the truck could fit. They compared the opening with the truck, explained their ideas and rebuilt it together. They practised using evidence to solve a shared problem. Tomorrow we will offer paper and markers so they can sketch a plan before building.”

Why it works: Parents can see communication, spatial thinking and cooperation through a real problem, rather than a list of developmental labels.

School age | Revising a game

Activity only: “We played a group game outside.”

Learning made visible: “Children noticed that several players had little chance to join the game. We asked how they could change the rules. They proposed shorter turns, tried the change and discussed whether it worked. This gave them practice explaining a concern, considering other perspectives and evaluating a solution.”

Choose the skill that the evidence supports

Fine motor control: describe placing, turning, fastening, drawing or adjusting a grasp.
Patterning: describe creating, predicting or extending an actual repeating sequence.
Cooperation: describe negotiating roles, sharing a plan or solving a disagreement.

A 15 MINUTE TEAM HUDDLE

A Consistent Standard Across Rooms

Use one existing, de-identified update. Coach the writing together so the standard is achievable during a normal working day.

Time	Team task
3 minutes	Read the update. What would a parent understand about the child's learning?
5 minutes	Add one observed detail and explain the educator's contribution. Keep the family's language needs in mind.
4 minutes	Ask a colleague to read it as a parent. Remove jargon, assumptions and claims the evidence does not support.
3 minutes	Agree on one communication standard to practise this week and a date to review it.

Check before sharing

- The update describes something we actually observed.
- The educator's role is visible and connected to the example.
- The learning explanation uses plain language and avoids claims of mastery.
- The tone respects children, families and different ways of participating.
- Names, images and details follow our privacy and permission practices.
- Any next step is realistic, and care information remains accurate.

Using ChildFriendly Pro
Use journals and family updates to share the learning story. A supervisor can review a small sample across rooms with the team; agree on the communication standard rather than counting photos.

Our shared standard for family updates this week

Who will support the team, and when will we review a sample?

A useful pickup conversation: "You may have seen the garage photo. The important part was how the children tested their ideas together. Here is what we noticed..."