

WHAT'S YOUR STORY?

Learning Stories are an Assessment for Learning approach used by proficient Educators to support the learning and development of Babies, Toddlers and Young Children.

McMonagle, A. 2025

Learning Stories are a form of observation and assessment written in a narrative story format. Learning Stories are a meaningful method of assessment for young children as they capture **the individual child as a unique, agentic learner**. Educators observe children's **play and behaviours** and compile short stories that highlight the child's **strengths, interests and choices**. The involvement of the **child, the educator and parents**, promotes shared values for learning and positive parental engagement.

As Learning Stories include a **plan to support and revisit learning**, this enables the approach to support **slow pedagogy** and **emergent planning**.

Learning Stories are not a 'tick box exercise'

Typically stories reflect the **learning episode, learning achieved and a plan for progression**. Learning Stories promote an **equitable approach** for all children. Regardless of a child's age, ability or mode of communication, learning stories **start with where the child is at**, and what makes them **unique**.

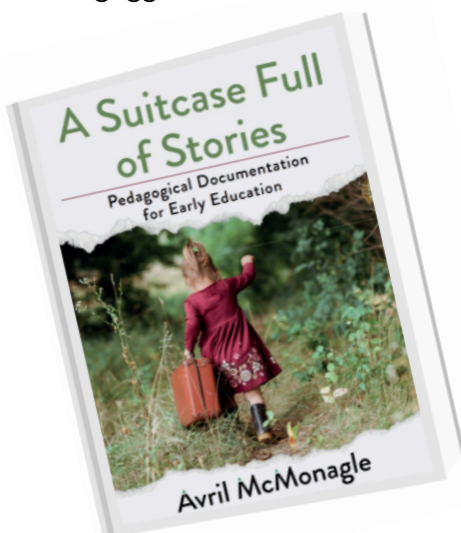
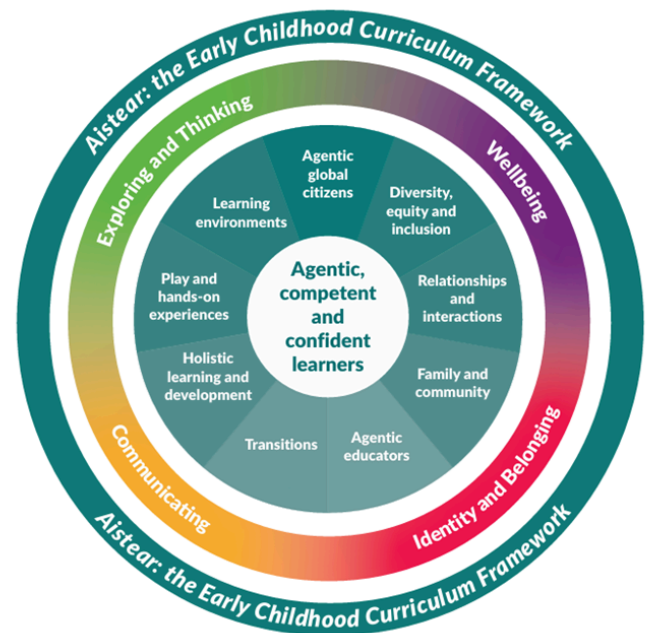
Learning Stories are not a 'tick box exercise'. Nor are they a general account of activities undertaken in the early childhood setting. Nor are they a memento scrapbook of pictures and artwork. **They communicate the process of learning for an individual child, when and where learning took place, who/what was involved and ideas for revisiting and progression.**

***See page 2 for guidance on how to construct a learning story.**

MOSAIC Learning Stories and synergy with Aistear '24

Learning Stories created on MOSAIC Educator, closely align to the Guidelines for Good Practice that support Aistear 2024. This is because the MOSAIC documentation format allows for:

- Observations about the individual, agentic child
- Equity - A strength-based approach starts from where the child is at
- Relationships- Real-time partnership with parents and family
- Skilled, agentic Educator and Key Person documentation
- Holistic learning goals
- Progression for learning linked to emergent planning
- Meaningful use of technology
- Slow Pedagogy and reflection.



For more on Learning Stories and multiple examples of different learning stories recorded in early childhood settings - see 'A Suitcase Full of Stories - Pedagogical Documentation for Early Education' McMonagle, A. (2024)

Available from www.mosaicearlyed.com (Books and Blogs section OR from Amazon).

Learning Stories that are used to inform child-led emergent planning, have 3 core components:

The learning episode..

1

The educator **observes** the baby, toddler or young child. When they spot a key learning moment/episode, they record what they see/hear. The child's actual words or interpreted gestures/facial expressions can be included in the learning episode.

Tips to ensure that the learning episode is interesting and meaningful:

Be succinct; Do not generalise, Keep the key focus is on the individual child; Only mention peers if they are integral to the learning episode; Include any decision making/child choices; Include photographs/video of the child's work.

The summary of learning..

2

This is where the agentic educator uses their **knowledge of child development** to interpret what they have seen and align this to **curriculum themes and goals**.

Tips to ensure that learning goals are meaningful:

Only include goals that are **visible** in the learning episode; **Do not** add Aistear numbers as these are meaningless to parents; **Limit goals to 5**; Do not repeat goals or use goals that **contradict** each other; **Include positive learning dispositions and schematic patterns** where applicable.

The 'Help me build on this'..

3

Now highlight how you are going to support the child's interest and learning **going forward**. The key aim here is to reinforce the child's sense of achievement and to build awareness that their learning choices are **important and valued**.

Tips to ensure that the progression section is meaningful to the child:

Ask the child what they would like to do next - include their ideas; highlight some teaching/interaction strategies that may support the child; Include some suggestions for further activities that would enable the child to further explore their interest; Set a challenge for progression in learning.

Share with and ask parents to comment on the story and include any ideas they use at home.

Regularly use documented stories to **revisit** the child's achievements, **reflect** on progress and **read out** parent comments.



MOSAIC
A Portrait of Early Learning

MOSAIC Learning Story App

www.mosaicearlyed.com/info@mosaicearlyed.com

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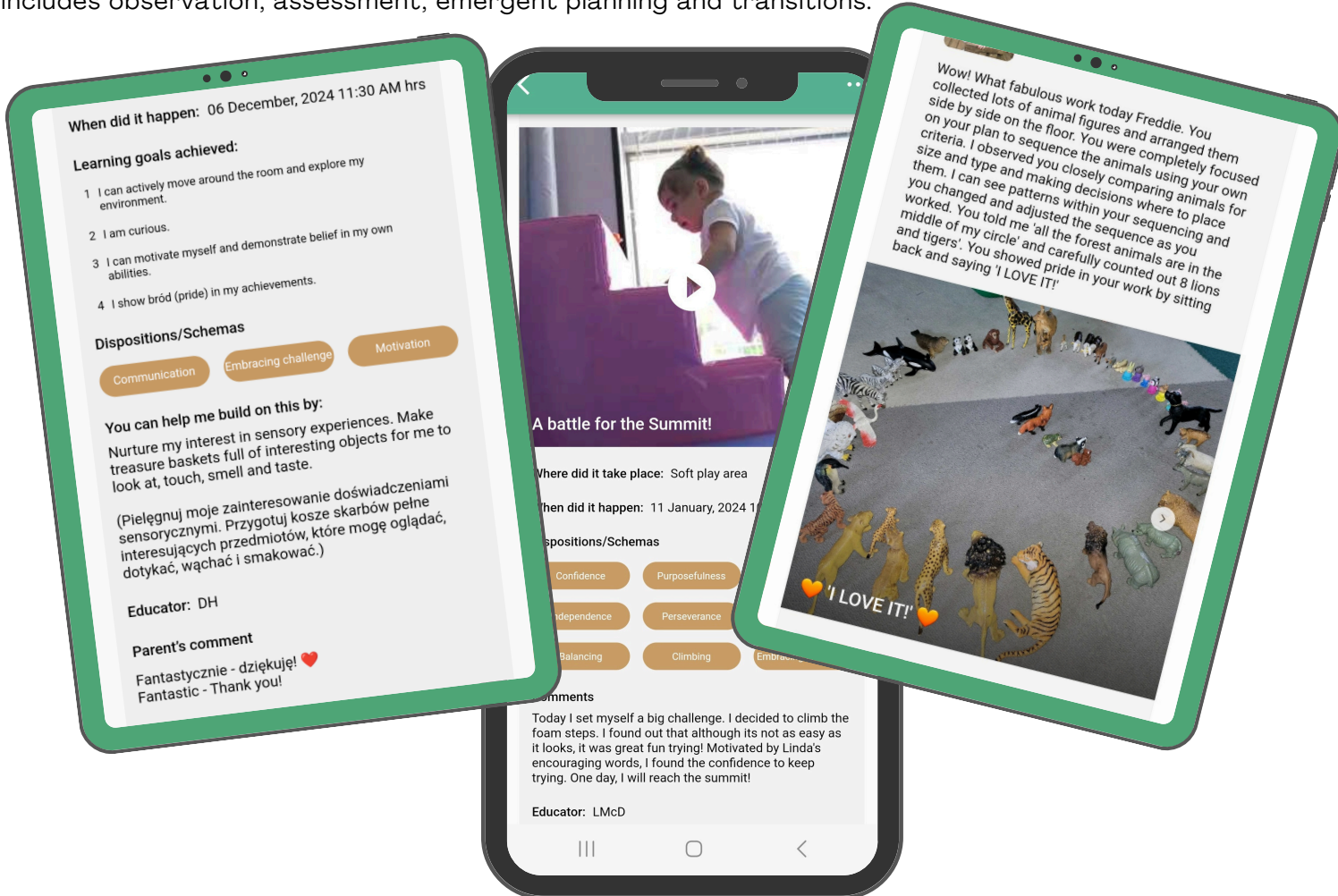
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#TheDifferenceisMOSAIC #TheMOSAICMindset

Presented as a digital storybook, MOSAIC is a care, learning and assessment system designed for early childhood settings catering for children 0-6 years. Framed by the Emergent, child-led approach, the system offers a range of high quality pedagogical tools for the proficient, agentic educator.

What makes MOSAIC the Educator's Choice?

Among many other tools, the system offers agentic educators a choice of **6 different learning story options** - **all framed by the Aistear 2024 curriculum**. When utilised by the educator, all components of the MOSAIC Documentation System **connect** to create a systematic, streamlined system that includes observation, assessment, emergent planning and transitions.



A small cluster of children actively engaging with the class digital storybooks on MOSAIC Educator.

This experience supports the technological empowerment of young children by using technology in a meaningful way; supports slow pedagogy through revisiting and reflection and builds self image.

Ref: A Suitcase Full of Stories (2024)

