



EarlyWorks Education

EARLYWORKS FOR FAMILIES

Getting Started with EarlyWorks

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Contents

What is EarlyWorks? 4

Notification Feed..... 5

Event Calendar 6

Important Documents..... 6

Programs 7

Child Summary 9

Observations and Journal Entries 10

Daily Communications 11

Comments..... 11

Documents 13

What is EarlyWorks?

EarlyWorks is a comprehensive early childhood programming, documentation, portfolio and family communication system. EarlyWorks assists services to achieve highly detailed, personalised programs in a streamlined manner so that educators are able to spend more uninterrupted quality time with each and every child.

As a family you can:

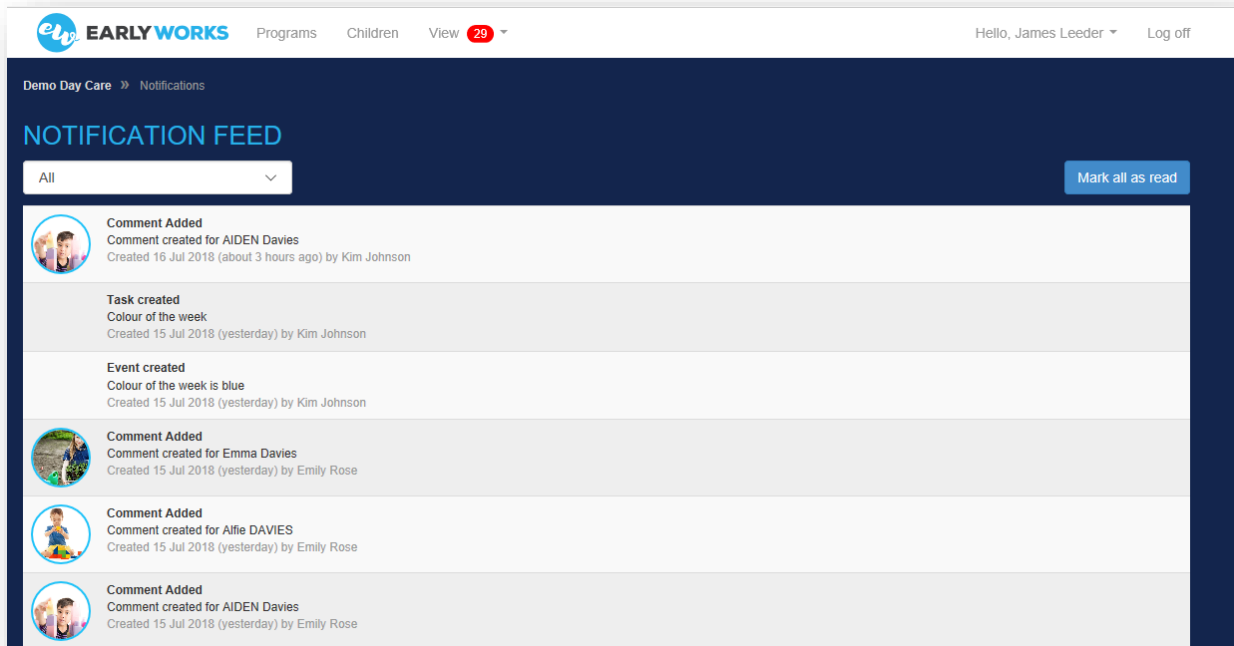
- Access important communications about your child's day including sleep and meals;
- View and share your child's learning observations, journal entries and image gallery at anytime, anywhere;
- Contribute information and provide feedback relevant to your child and family;
- Have secure access on any device including desktops, laptops, tablets and smartphones;
- Allow free access to multiple family members, carers and support professionals.

Notification Feed

The notification feed is like a news feed of all documentation that has been created for your child, as well as tasks and events.

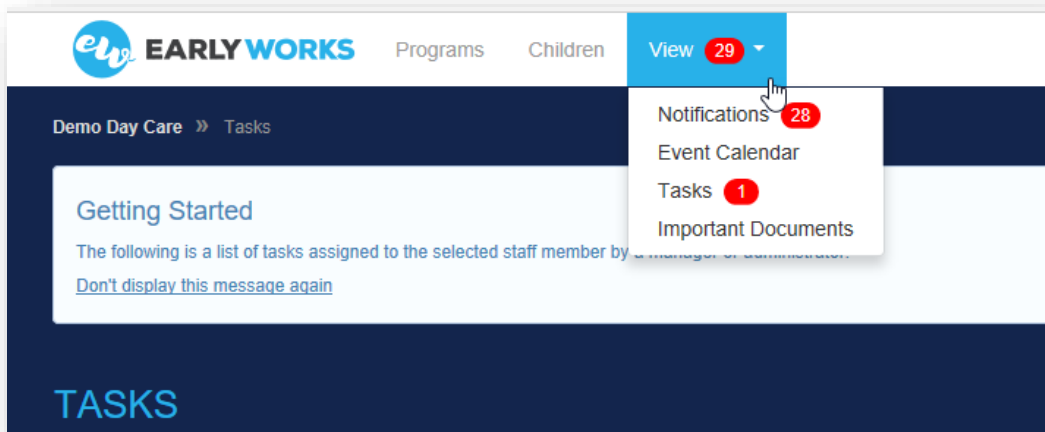
To access the Notification Feed, click on the 'View' menu item and then select 'Notifications'.

To view the documentation, event or task just click on the heading (e.g. 'Comment Added') and you will be taken to the appropriate EarlyWorks page.

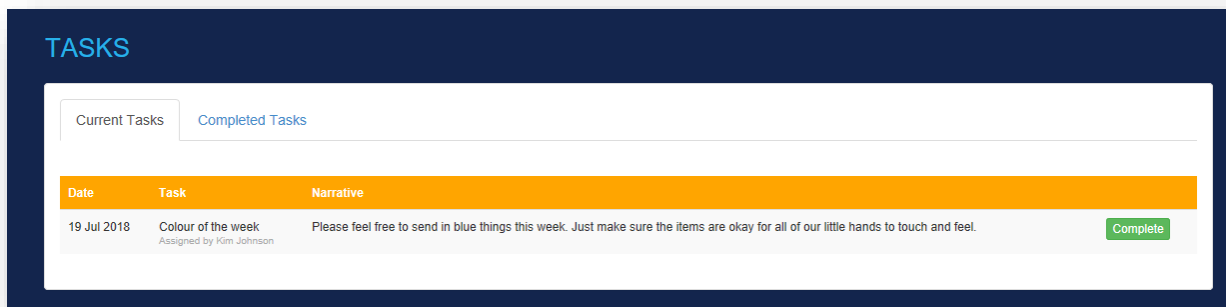


Tasks

Sometimes the Educators may assign tasks for you to complete. For example you might be asked to read, sign and return a permission slip, or you might be asked to bring in a hat for your child. When a new task has been set for you, a red number will appear next to 'Tasks'.



To view the task, click on 'View' and then 'Tasks'.

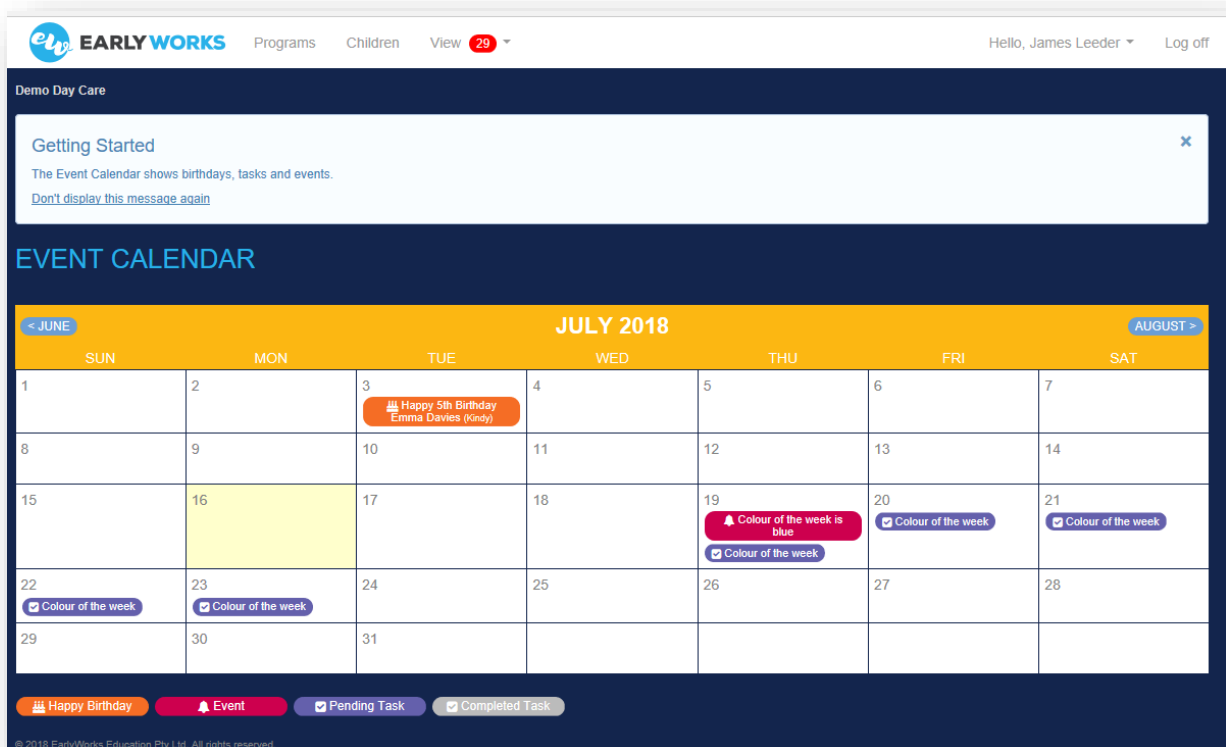


When you have completed the task, click on the green 'Complete' button.

From the Tasks screen you can view all current and completed tasks by clicking on the appropriate tabs.

Event Calendar

The Event Calendar shows upcoming events (including your child's birthday), pending tasks and completed tasks. To access the Event Calendar, click on 'View' and then 'Event Calendar'. The month view makes it easy to see what is coming up at your child's centre.



Important Documents

Your service might add documents relevant to the whole service, such as newsletters, policies, accident forms, handbooks to EarlyWorks. To access important documents, click on 'View' and then 'Important Documents'.

Programs

To view your child’s programs, click ‘Programs’ on the menu.



To view one of the programs, click on the ‘View Program’ button.

Each program begins with a description of each of the outcomes.

PROGRAM - KINDY
Week Four

Early Years Learning Framework

Outcome Group 1: Children have a strong sense of identity	Outcome Group 2: Children are connected with and contribute to their world	Outcome Group 3: Children have a strong sense of wellbeing	Outcome Group 4: Children are confident and involved learners	Outcome Group 5: Children are effective communicators
<p>1.1 Children feel safe, secure, and supported</p> <p>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</p> <p>1.3 Children develop knowledgeable and confident self identities</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect</p>	<p>2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>2.2 Children respond to diversity with respect</p> <p>2.3 Children become aware of fairness</p> <p>2.4 Children become socially responsible and show respect for the environment</p>	<p>3.1 Children become strong in their social and emotional wellbeing</p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing</p>	<p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>4.2 Children develop a range of skills and processes such as problem solving inquiry, experimentation, hypothesising, researching and investigating</p> <p>4.3 Children transfer and adapt what they have learned from one context to another</p> <p>4.4 Children resource their own learning through connecting with people, place technologies and natural and processed materials</p>	<p>5.1 Children interact verbally and non-verbally with others for a range of purposes</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts</p> <p>5.3 Children express ideas and make meaning using a range of media</p> <p>5.4 Children begin to understand how symbols and pattern systems work</p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking</p>

This is followed by a list of the experience names, details of each experience, and links to children. You will only see your child’s name in the links to children. As each room will have children of different ages and developmental stages, it is likely that your child will not be involved in every planned experience.

Cook me a story	<p>From Standard Observation (4 Dec 2017) Food fun</p> <p>During story time we will include some stories about cooking and baking. (Cook me a rhyme, and pretend soup)</p> <p>Intended Outcomes: 3.1</p>	<p><u>Children in preceding observation(s)</u> 4 Dec 2017: Emma</p> <p><u>Children planned for</u> Emma</p>
Writing opportunities	<p>From Standard Observation (17 Nov 2017) Extended from comment by James Leeder</p> <p>We will introduce a writing table next to the drawing corner. We will also introduce opportunities for role play and imaginative play that involve writing. For example, in our hospital corner we will add a notebook for taking appointments/writing scripts etc. We will add a clipboard to the hospital beds for taking notes.</p> <p>Intended Outcomes: 4.3, 4.4</p>	<p><u>Children in preceding observation(s)</u> 17 Nov 2017: Emma 16 Nov 2017: Emma , Alfie</p> <p><u>Children planned for</u> Emma</p>
Letters in the drawing corner	<p>From Standard Observation (16 Nov 2017) Chalk drawing</p> <p>As some children are beginning to copy letters and are having a go at writing the sounds they hear in words, we will add the plastic letters to the drawing corner.</p> <p>Intended Outcomes: 4.4</p>	<p><u>Children in preceding observation(s)</u> 16 Nov 2017: Emma , Alfie</p> <p><u>Children planned for</u> Emma</p> <p><u>Children observed in the experience</u> 17 Nov 2017: Emma</p>
Food fun!	<p>From Standard Observation (16 Nov 2017) Extended from daily communication note for Erica Goldberg in Kindy on 16 Nov 2017</p> <p>We will add more cooking utensils and plastic food to encourage children to explore cooking and food through play.</p> <p>We will also add some recipe cards and food pictures to the drawing table. As the drawing table has been so popular (with the flower pictures and dinosaur pictures) the recipe pictures might result in some conversations about favourite foods and food drawing.</p>	<p><u>Children observed in the experience</u> 4 Dec 2017: Emma</p>

Child Summary

To view your child's observations, journal entries, images, daily communications and comments, click 'Children' on the menu. This will take you to the Child Summary page.

The screenshot shows the 'Child Summary' page for Emma Davies. At the top, there is a navigation bar with the EarlyWorks logo, 'Programs', 'Children', and 'View 29'. A user greeting 'Hello, James Leeder' and a 'Log off' link are on the right. Below the navigation, a breadcrumb trail reads 'Demo Day Care > Child List > Child Summary (Emma Davies)'. A 'Getting Started' message box explains that clicking here shows individual child observations, journal entries, educator and family comments, and the child's image gallery, with a 'Don't display this message again' link. A 'Switch to Dashboard View' link and a 'Return to Child List' button are also present. The child's profile section includes a photo of Emma, her name 'EMMA DAVIES', 'ROOM: Kindy', and 'DATE OF BIRTH: 3 Jul 2013'. Below this, 'Child Notes' describe her interests in dolls and make-believe games, and her family's goal for her to be more confident. Further notes mention her interest in flowers and writing, and her friendships with Erica and Lottie. Goals for Emma are listed as helping her continue to be a confident learner with literacy. At the bottom, there are six colorful buttons with icons and red notification counts: 'JOURNAL ENTRIES' (2), 'LEARNING OBSERVATIONS' (0), 'RECENT IMAGES' (22), 'DOCUMENTS' (0), 'DAILY COMMUNICATIONS' (1), and 'COMMENTS' (9). Footer text includes copyright information for 2018 EarlyWorks Education Pty Ltd, privacy and terms links, and app download instructions for iOS and Android.

The general information and notes about your child will appear at the top of this first screen.

It is likely your child's educators will ask for your input to keep the child notes up to date. They might ask you questions about what you have noticed your child doing at home, as well as what your goals are for your child.

If any entries have been added since you last logged on, a little red number will indicate how many new entries have been added.

To access the different types of documentation, just click on the appropriate heading.

Observations and Journal Entries

EMMA'S FLOWERS

Programme: Week Four (Kindy)

EMMA DAVIES

Observation Date: 15 Nov 2017

Observation Style: Jotting

Created By: Kim Johnson

Framework: Early Years Learning Framework

Experiences Observed

Emma's flowers (Week Four)



Observation Narrative

Emma has been observed on several occasions going to the drawing table and studying very intently the flower pictures. Each time she carefully goes through each of the pictures, before choosing a picture to copy. When she copies the pictures she takes her time choosing the right colour pencil, crayon or marker. Emma usually spends about 20 minutes on each of her drawings.

Next Steps

Add a greater variety of drawing supplies to the drawing corner. As some children have been choosing pastel colours, add some pastel coloured chalk. Also, as we haven't used chalk before, perhaps model drawing with the chalk. We could also add some black card so that the children can experiment with colour.

Reflection of Learning

See outcome comments

Observed Outcomes

Outcome Group 4: Children are confident and involved learners

4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.4 Children resource their own learning through connecting with people, place technologies and natural and processed materials

Emma Davies : Emma has shown that she is developing the ability to resource her own learning by the way she takes herself to the drawing table, and independently chooses to carefully copy the flower pictures.

Developmental Milestone Group 3: Cognitive

1.53 Has A Longer Attention Span (3-5 Years)

Emma Davies : Emma was able to sit and focus on copying one flower drawing for 20 minutes.

1.64 Can Match And Name Some Colour (3-5 Years)

Emma Davies : While copying the pictures of flowers, Emma was able to name the colours pink, lavender, yellow, dark dark purple, orange and green.

Developmental Milestone Group 5: Language

1.36 Speaks In Sentences And Use Many Different Words (3-5 Years)

Emma Davies : Emma was able to use full sentences to describe both the flowers she was drawing and her finished drawings. 'My flower is a rose like the one in the picture. But it's a bit darker purple because we didn't have light purple.'

1.43 Takes Part In Conversations (3-5 Years)

Emma Davies : Emma had a conversation with the Educator about the different flowers she has in her garden at home. Emma answered questions and also asked questions. She asked the Educator if she has a garden with flowers. And she also asked if she likes her garden.

Your Comments

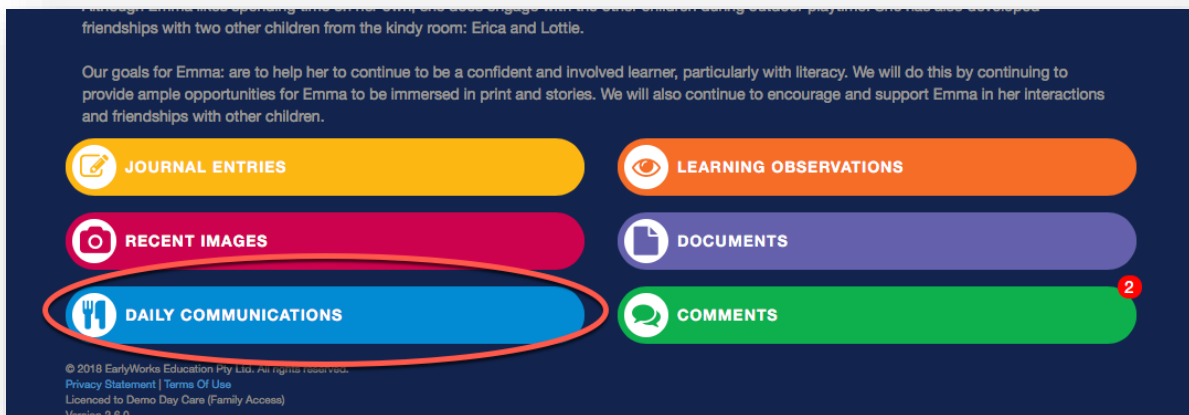
We would love to hear your feedback or suggestions here.

Save Comments

You will notice there is a box at the bottom of each **journal entry** and **observation** for your comments. Educators welcome feedback from families. This is your opportunity to share your thoughts about the observations and journal entries. You might like to share some of your observations from home. For example, if your child has been observed sharing toys, you might share what you have noticed about your child sharing at home. Sometimes you might just be delighted with the progress your child is making. The comment function allows you to easily share that delight with your child's educators. Sometimes you might want to use the comments box to ask questions. Your educators can then respond using EarlyWorks or by having a chat when you are next at the service.

Daily Communications

By clicking on 'Daily Communications' you will be able to find out about the menu for the day, bottle and nappy information, and sleep times.

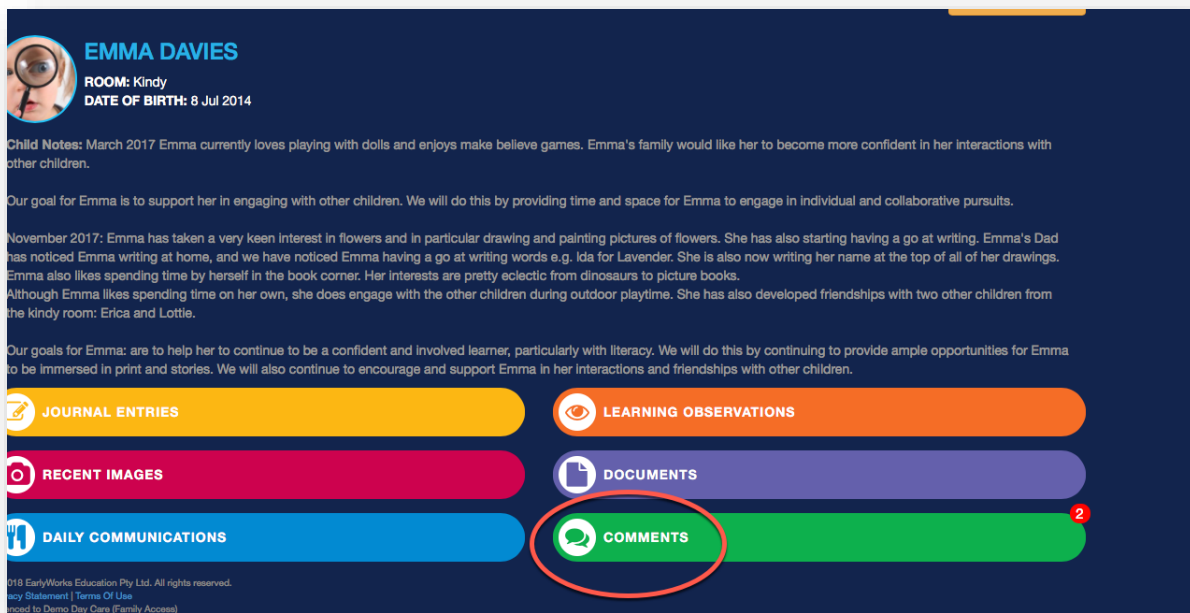


Your educators may also add group and individual notes. As educators add and save daily communications, they will be accessible to you when you log on. At the end of each day, you might receive a push notification or email letting you know that the educators have completed the day's Daily Communications.

It is important that you regularly read the Daily Communications as your educators often use this function to provide you with information specific to your child, as well as to let you know about what is happening in your child's room.

Comments

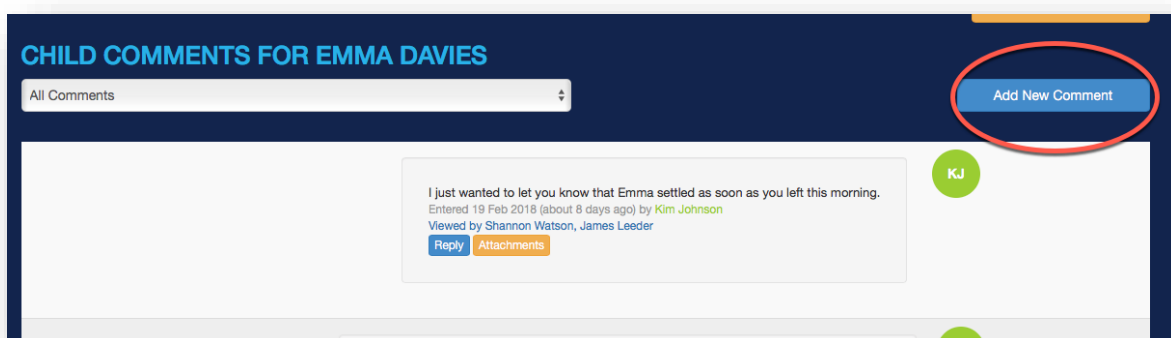
To view and contribute comments, click on the 'comments' button in the Child Summary.



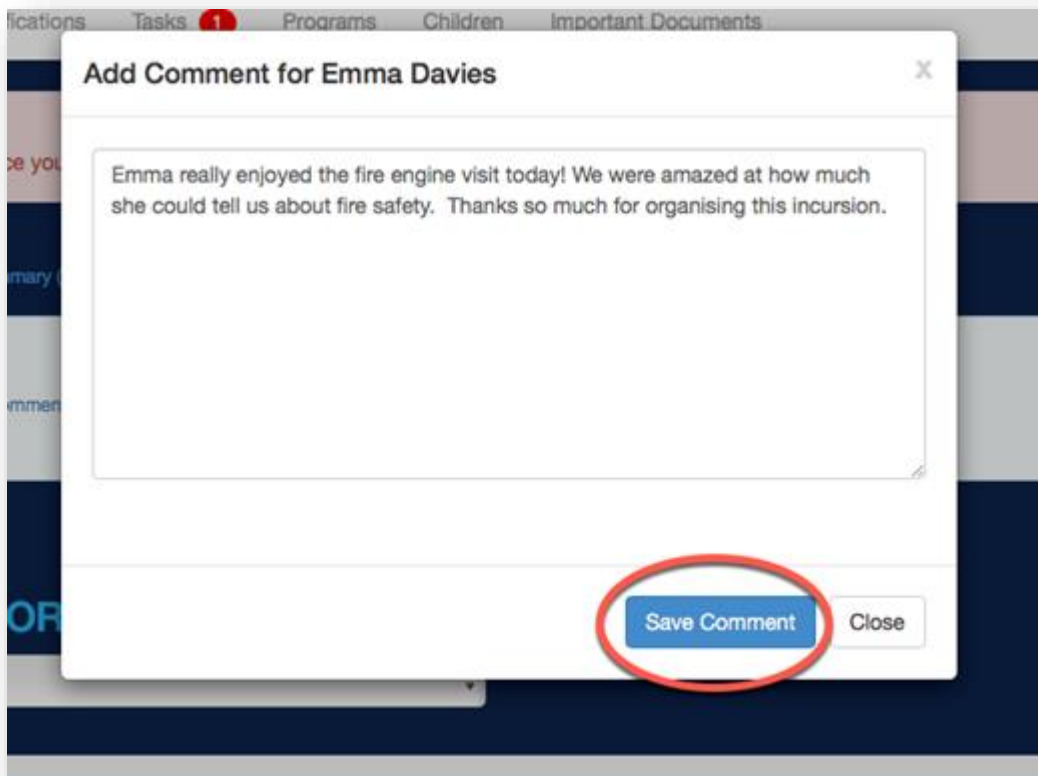
There are three kinds of comments:

- Learning journey comments are added as part of an observation of learning and relate to the Early Years Learning Framework (or My Time Our Place for Out of School Care) and Developmental Milestones. These comments will give you a picture of how your child is developing socially, emotionally, physically and cognitively.
- Educator comments are added by your child’s educators. These comments might be used as a quick message. For example, your educators might want to let you know that your child settled soon after you left, or that your child loved a particular activity. Often educators will add images to these comments.
- Family comments are added by anyone with a family login for the child.

If you would like to share milestones and special moments from home with your child’s educators or give feedback on the day’s events at the service, click on the blue ‘Add New Comment’ button.



Once you have completed your comment, click the blue ‘Save Comment’ button.



Once you have saved your comment, you can add an image by clicking on the orange 'Attachments' button.

Documents

Documents relating specifically to your child or your child's room, can be viewed by clicking on 'Documents' in the Child Summary.

