**[Catharine Hydon]:** So, I'm keen now, and I'm conscious of time, to just take us into the tools because there is a set of tools here. As many of you people who'll be online will be familiar with, each of these documents, the literature review plus the practice guide gives you some tools to use. Now, I guess like me, there'd probably be people thinking, "Is their tools for this?". So I wonder whether, Pru, maybe you can take us into there and maybe, Kate, also can add a couple of thoughts around the tools. You know, what are you expecting educators to do with those tools?

**[Pru Mitchell]:** Thanks, Catharine. And, yes, there are tools. But it was a bit of a search to find things. So I think...those who were on in the last webinar might have heard us say when we started this project with learning, it was pretty straightforward. There's quite a few tools out there that say they assess learning, and we have perhaps a bit of a mindset about what assessment is. As we've moved through identity and now into connection and contribution, that idea of a checklist or a tool as such is not really what we're here to talk about. We did it, and because it supported, you know, you don't start work until you actually find out what other people have done in this space. And so that was, you know, completely the best thing to do. But we're not suggesting that these are assessment tools that you as an educator would necessarily go out and use. A lot of them are just quite new. And really the idea is to suggest things that we might look out for. OK, and so we've tried to do that for you in the literature review in the back section. And, Stephanie, we have a slide, a couple of slides, and that might just show people how to use this section.

**[Catharine Hydon]:** Oh, yes, because there is a great table in the document that people are gonna have to look at. And you've done some of the hard work for us, thank you very much, the team.

**[Pru Mitchell]:** Well, we tried to. And it is even now still quite a complex table. So across the top we've got some sections. So there's different age ranges because, you know, one foot size does not fit all in this space, as we all know. Who administers that, you know, does it need to be professional or would you ask parents, because particularly in the home environment, not much chance of you running the checklist probably yourself as an educator. And then we've got the connection tools and the contribution...Sorry, the connection and contribution elements there. So looking down the left, they were three tools that we looked at. Interestingly, all around...This is in the connection type, they're all around the natural environment. So there's been quite a bit of research about children out in natural settings, and some really nice work there. So if you are particularly interested in those areas...

**[Catharine Hydon]:** Yeah, there would be quite a number of people nodding now, Pru, I think. I mean, that's quite interesting. So your advice here is for people to do some thinking, some reading and do a little bit of exploring, and can be maybe shaped by some of these sort of...these particular tools.

**[Pru Mitchell]:** Yes, have a look at the literature review in this back section. Could you just click to the next one, please, which is contribution because there's a bit more variety in here. And I just wanted to give a shout out to the one Australian tool, there on the far right. That's a South Australian Department of Education document. It's 2013, so not that new, but a very similar project to what you're talking about with Melbourne...the playground in Melbourne.

**[Catharine Hydon]:** Oh, yes. Yes.

**[Pru Mitchell]:** It's a similar type of thing, so it just made me realise that perhaps if people are involved in these projects, please make sure someone writes them up so that they can be found by other people. Because to have to come onto the webinar to find out that this happened in Melbourne and we could have put a Victorian example in. The other ones are around play. And there is work happening at Monash University in particular around this kind of play space. And there's also digital work in there around play. But I think, you know, we know this as early educators, but play is probably your best friend here in these spaces because children's play will tell you a lot about how they're connecting and how they're contributing.

**[Catharine Hydon]:** And it's so interesting to see these tools articulated in this way because, I guess, they go to a particular understanding of the way we understand assessment, too. And of course, we have to acknowledge that children have been connected and contributing to communities since time began. And we've got lots of ways in our own communities, Aboriginal and Torres Strait Islander ways of knowing the world, which, of course, go to connection and contribution. So it's about combining what you know and understand about your own cultural context. Some of the things that are inspiring you to think through ideas that come from these tools. So it's sort of like a combination. That's why this whole thing is an invitation for you to go back into your own sites, keep thinking about what you could do, do that reflective practice piece, talk to your colleagues, think about what 2021 is going to have in store for you and see how you can build some of these threads into some of your pedagogical decision making as you move forward.

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