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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | | |
| **Context:** | | | | Date: 23 October, 2024  Child: Tull  Age: 2.5 years  Educator: Dikshya  Setting: Indoor/ outdoor | | | | |
| **DOCUMENTATION** | | | | | | | | |
| **Documentation Method:** Anecdotes  As the afternoon progressed, I noticed Tull starting to look upset. He repeatedly called out, "Mummy, mummy." I approached him gently and asked, "Tull, what happened?" He expressed, “I want mummy.” In an attempt to comfort him, I reassured Tull by saying, “Mummy will be here soon.”  To help distract him from his sadness, I noticed that Tull’s friend was engaged in building a tower. This caught Tull’s attention and shifted his focus. I seized the opportunity to invite him to join in the building activity. Together, we enthusiastically began to construct a tall tower using wooden blocks.  As we built, Tull displayed joy when the tower fell, erupting into laughter. We continued working together to create a series of tall wooden block towers, with Tull becoming increasingly engaged and happy throughout the activity. | | | | | | | | |
| **ASSESSMENT**  *Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* | | | | | | | | |
| **Domains** | | | | | **Milestones** | | **Dispositions** | |
| Social and Emotional Development: Tull demonstrated social interactions by calling out for mummy, expressing emotions  Cognitive Development: Tull participated in constructive play, demonstrating problem-solving skills.  Language and Communication: Tull participated in a conversation about the tower-building activity. | | | | | Tull demonstrated social interactions by calling out for mummy, expressing emotions, and transitioning his focus to peer interactions(ACECQA, 2018).  Tull participated in constructive play, demonstrating problem-solving as he helped build and rebuild the tower(ACECQA, 2018).  Tull communicated his needs clearly by calling out for his mummy and later participating in a conversation about the tower-building activity(ACECQA, 2018). | | Shows confidence in expressing feelings and seeking comfort and support from peers and educators.  Displays curiosity and persistence when engaged in building activities. Language and Communication  Shows willingness to engage in dialogue, expressing needs and making connections with peers. | |
| **LEARNING and CURRICULUM**  *Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* | | | | | | | | |
| **Learning** | | | | | | **Curriculum Areas** | | |
| Understanding emotions and seeking comfort from peers and educators.  Engagement in cooperative play while building the tower. | | | | | | Social-Emotional Learning: Tull's interactions reveal his understanding of his feelings and the importance of social support.  Creative Arts and STEM: Participating in a building activity encourages spatial awareness, collaboration, and creativity. | | |
| **THEORY and FRAMEWORKS** | | | | | | | | |
| **Development and Education Theory** | | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Erikson’s Psychosocial Development Theory: Tull's experience reflects the need for social bonds and emotional support from peers during distress (Beloglovsky & Daly, 2015). | | | | | | Principles: Respect for Diversity Practices: Engagement and responsiveness to children's emotional needs. Outcomes: Outcome 1: Children have a strong sense of identity. Outcome 2: Children are connected with and contribute to their world. | | |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE**  *Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* | | | | | | | | |
| **Play-based Pedagogies** | | | **Teaching Strategies** | | | **EYLF Educator Evidence** | | **Child Development** |
| Supported Tull through guided play as I invited him to join the tower-building activity. | | | Used positive reinforcement to encourage Tull's engagement and social interaction. | | | Provided emotional support, fostering a sense of security and trust. | | Observed development in emotional regulation, social skills, and cognitive problem-solving through constructive play. |
| **PLANNING** | | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | | |
| To support Tull’s emotional well-being, enhance his social skills through cooperative play, and foster a sense of achievement in constructive activities. | | | | | | | | |
| **Learning Experience** | | | | | | | | |
| **Learning experience name** | | Building with Connectors | | | | | | |
| **Experience rationale** | | This activity utilizes connector pieces to facilitate creative construction, allowing children to explore spatial relationships, enhance fine motor skills, and develop problem-solving abilities. By working together to construct designs, children will also build social interactions, share ideas, and foster teamwork. | | | | | | |
| **Development and learning goal:** | | To encourage collaborative play while enhancing fine motor skills and spatial awareness through the use of connectors for building structures. | | | | | | |
| **Experience outline:** | | Children will be introduced to various connector pieces, which they can use to create different structures or objects. They will work in pairs or small groups, encouraging teamwork and communication. The activity also aims to promote creativity as children describe their building ideas and collaborate on the outcomes. | | | | | | |
| **A list of materials required with photo(s):** | | * Connector pieces * Baseboards for stability * Measuring tape * Markers and paper for sketching design ideas | | | | | | |
| **EYLF child evidence links** | | * **Outcome3:** Children have strong social and emotional wellbeing by working collaboratively and sharing their ideas. * **Outcome 4:** Children are confident and involved learners as they experiment with materials and develop their designs. | | | | | | |
| **Implementation plan** | **Introduction** | I begin by showing the various types of connector pieces and discussing what can be built with them. Invite children to share their ideas for structures they want to create. Provide a few examples or visual prompts to inspire creativity. | | | | | | |
| **Body** | I guided the children into small groups and encouraged them to start building. Encourage them to work together to create their vision, discuss their designs, problem-solve when pieces don’t fit, and help one another. As they build, periodically ask open-ended questions to stimulate thinking and ensure engagement. | | | | | | |
| **Conclusion** | I gathered the children to share their creations. Each group can present their structure, explain how they built it, and what challenges they faced. Emphasise teamwork and creativity in the presentations. Celebrate their efforts with applause and encourage reflections on what they enjoyed most about the activity. | | | | | | |
| **Engagement questions** | * What did you create and why? * How did you decide what to build together? * What was challenging about building your structure? * How can we make our structures even better next time? | | | | | | |
| **ACTING and DOING** | | | | | | | | |
| **Play pedagogies** | | | This experience will employ a combination of guided play and collaborative play, encouraging children to work together while exploring the material creatively. | | | | | |
| **Teaching strategies** | | | I facilitated discussions on building and design.  I used open-ended questions to promote critical thinking.  I also provided support as needed while allowing autonomy in their construction. | | | | | |
| **EYLF links** | | | Outcome 1: Children have a strong sense of identity as they take pride in their creations.  Outcome 3: Children have a strong sense of well-being by engaging in cooperative play and building social connections.  Outcome 4: Children are confident and involved learners, experimenting with their ideas and taking risks in the building process. | | | | | |
| **Child development** | | | This experience supports fine motor skill development as children manipulate connectors, cognitive skills through planning and problem-solving, and social development through teamwork and communication. | | | | | |
| **Documentation and/or digital evidence of implementation, acting and doing** | | |  | | | | | |
| **REFLECTING and REVIEWING** | | | | | | | | |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** | | | | | | | | |
| The building activity with the children was a huge success, sparking enthusiasm and teamwork while enhancing their fine motor skills and spatial awareness. I facilitated the process with open-ended questions, which encouraged creativity and collaboration.  In the future, I plan to introduce specific challenges related to engineering concepts and provide a wider variety of building materials to further stimulate creativity. Overall, it was a valuable experience that showed significant skill growth, and I look forward to building on this success in future sessions. | | | | | | | | |

**References**

ACARA. (2017). *The Arts*. Australian Curriculum . https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/

Australian Children's Education and Care Quality Authority. (2018). *Developmental milestones and the Early Years Learning Framework and the National Quality Standards*. https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf

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Beloglovsky, M., & Daly, L. (2015). *Early learning theories made visible*. Redleaf Press.