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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | |
| **Context:** | | | Date: 25 October, 2024  Children: 2 to 3 years old  Setting: Indoor playdough table  Educator: Dikshya | | | | |
| **DOCUMENTATION** | | | | | | | |
| Documentation Method: Running Record  **10:30 AM:** In the indoor playdough area, I gather the children AA, SH, and VM for a hands-on playdough-making activity. I explain that they will help prepare the playdough and encourage them to join in the measuring and mixing.  **10:31 AM:** I begin the activity by saying, "Alright, let’s use 3 cups of flour,1½ cups of salt, 6 teaspoons of cream of tartar, 3 tablespoons of oil, and 3 cups of water." The children listen attentively.  **10:32 AM:** As I demonstrate the measuring process, I encourage the children to count together with me. “One, two, three cups of flour!” They respond enthusiastically, counting along.  **10:33 AM:** AA takes the lead in measuring the flour, carefully pouring it into the mixing bowl. SH follows with the salt, while VM helps by holding the measuring spoon steady. They cooperate well and display excitement as they see the ingredients come together.  **10:35 AM:** We mix the ingredients, and I remind them to pay attention to the textures and smells. "What does the flour feel like?" I ask. AA responds, "It’s soft!" while SH adds, "And it’s white!"  **10:40 AM:** The mixture is ready, and I help the children knead the playdough. They take turns feeling the dough's consistency, observing how it changes through their actions. "Look! It’s turning smoother!" VM exclaims, showcasing their engagement and observation skills.  **10:45 AM:** Once the playdough is complete, I invite them to transition to the kitchen corner. They start creating pancakes using freshly made playdough. “Let’s make a big stack!” SH suggests, demonstrating imaginative play inspired by real-world experiences.  **11:00 AM:** The activity continues with the children experimenting with the play dough, making a variety of shapes and engaging in role-play. They use both their creativity and newly learned vocabulary as they describe their creations. | | | | | | | |
| **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** | |
| Cognitive Development**:** The children engaged in counting during the measuring process, fostering numerical skills.  Physical Development: The children used measuring cups and engaged in kneading and shaping the play dough.  Social and Emotional Development: The children collaborated on measuring ingredients and encouraged each other in their play activities.  Communication Development: The children communicated their observations and expressed creativity in their play. | | | | Demonstrates understanding of basic concepts of counting, and measuring.  Develops fine motor skills through manipulating tools and materials.  Shows initiative and cooperates with others.  Uses language to express thoughts and ideas. | | Curiosity: Demonstrated through their eagerness to learn and explore the materials.  Creativity: Seen in their imaginative play with the playdough, making various shapes.  Cooperation: Exhibited through working together during the activity, and sharing tasks and ideas(ACECQA, 2021). | |
| **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** | | |
| The children engaged in measuring and mixing, which developed their understanding of quantities, textures, and colours. They also practised creative thinking and problem-solving as they created food items with playdough. | | | | | Mathematics: Counting and measuring during the playdough-making process**(MacDonald, 2019).**.  Science: Exploring textures and properties of materials **(Merrill, 2023)**.  Creative Arts: Imaginative play with the creation of pancakes and shapes.  Language and Communication: Engaging in discussions and describing their creations. | | |
| **THEORY and FRAMEWORKS** | | | | | | | |
| **Development and Education Theory** | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Constructivism: The hands-on experience allowed children to learn through doing, encouraging them to construct knowledge through their interactions with materials **(Irving, & Carter, 2019).**. | | | | | **Principles:** Secure, respectful, and reciprocal relationships (children worked cooperatively).  **Practices:** Play-based learning (engaging in imaginative play with the created playdough).  Outcome 1: cooperative play.  Outcome 2: Children are connected with and contribute to their world-sharing experiences.  Outcome 4: Children are confident and involved learners actively participate in the learning experience. | | |
| **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** |
| Facilitated the activity by tapping into children's natural curiosity and creativity, allowing them to lead the exploration of the playdough. | | Modelling: Demonstrating measuring techniques.  Questioning: Engaging children with open-ended questions to prompt thinking. | | | Evidence of observing and documenting children's interactions, cooperation, and the language used during the activity. | | Understanding children’s developmental stages by providing activities suitable for their age, and supporting physical, cognitive, and social-emotional growth. |
| **PLANNING** | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | |
| To foster an integrated approach to education that nurtures the intellectual, emotional, social, and physical growth of individuals, promoting lifelong learning, critical thinking, and well-being in diverse environments. | | | | | | | |
| **Learning Experience** | | | | | | | |
| **Learning experience name** | | Clay Sculpting | | | | | |
| **Experience rationale** | | This activity promotes sensory exploration, fine motor skills, creativity, and social interaction among children. Working with clay allows children to express their ideas artistically while developing cognitive and physical skills. | | | | | |
| **Development and learning goal:** | | Children will enhance their fine motor skills, develop spatial awareness, and engage in collaborative play while expressing creativity through clay sculpting. | | | | | |
| **Experience outline:** | | By Introducing the clay and discussing what it feels like and how it can be shaped. Show examples of simple clay sculptures or images for inspiration by explaining that they will be creating their sculptures using the provided clay, fostering discussion around ideas and themes, such as animals, abstract shapes, or community features. | | | | | |
| **A list of materials required with photo(s):** | | Natural clay or modelling clay  Clay tools like rollers, cutters  A variety of items for texture like leaves, barks | | | | | |
| **EYLF child evidence links** | | **Outcome 1: Children have a strong sense of identity.**  Children express their thoughts and ideas, feeling valued for their personal experiences.  **Outcome 2: Children are connected with and contribute to their world.**  Discussing collaborative themes fosters a sense of community and belonging. | | | | | |
| **Implementation plan** | **Introduction** | I will Introduce the activity by discussing the properties of clay, and encouraging children to touch and feel the material.  I will also show examples of clay sculptures and invite children to share any prior experiences or ideas for their clay creations. | | | | | |
| **Body** | I Demonstrated techniques for manipulating clay by alloweing children to explore with clay and tools, encouraging independent and cooperative creation.  I Encouraged collaboration by suggesting group projects or shared themes, allowing for peer discussions and sharing ideas. | | | | | |
| **Conclusion** | I Gathered children to share and reflect on their clay sculptures.  Facilitated a discussion about their experiences during the activity and what they learned. | | | | | |
| **Engagement questions** | What inspired you to create your sculpture?  How did the clay feel when you were shaping it?  What was the most challenging part of working with the clay? | | | | | |
| **ACTING and DOING** | | | | | | | |
| **Play pedagogies** | | Engaged children by facilitating guided play where they can explore the tactile properties of clay.  Provided structured opportunities for creativity, collaboration, and problem-solving within a playful context. | | | | | |
| **Teaching strategies** | | Showed different techniques for moulding, shaping, and sculpting clay, encouraging children to imitate and innovate.  Promoted partnerships or small group work, guiding children in collaborative projects while observing and supporting their interactions. | | | | | |
| **EYLF links** | | Outcome1: Children have a strong sense of identity  Children express their individuality through artistic creations and share personal stories.  Outcome 2: Children are connected with and contribute to their world  Collaborative projects foster a sense of belonging and teamwork. | | | | | |
| **Child development** | | Physical Development: Fine motor skills are developed through rolling, pinching, and shaping the clay.  Cognitive Development: Problem-solving is engaged through planning, designing, and adapting their sculptures.  Social and Emotional Development: Working with peers promotes social interaction, communication skills, and emotional expression.  Language Development: Children expand their vocabulary as they articulate their thoughts and engage in discussion about their work. | | | | | |
| **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 recent educational activity was successful, with most children actively engaging and achieving the learning objectives. They demonstrated understanding through participation in discussions, creative projects, and group work. However, a few students struggled, indicating a need for tailored support.  Peer teaching emerged as a significant aspect, showcasing leadership and deep thinking as students connected concepts to real-world applications. As the facilitator, I provided guidance and utilised diverse teaching strategies to meet varying needs, creating an inclusive environment.  Reflecting on the experience, I recognise the need for more formative assessments and individualised support. Moving forward, I plan to build on this foundation by introducing more complex concepts and integrating technology to enhance engagement, ensuring that all students continue to thrive in their learning journey. | | | | | | | |

**References**

ACECQA. (2021). *Positive dispositions as a “learning curriculum.”* https://www.acecqa.gov.au/sites/default/files/2021-01/LearningToLearn.PDF

Irving, E., & Carter, C. (2019). *The child in focus: Learning and Teaching in Early Childhood Education*. South Melbourne, Victoria, Australia Oxford University Press.

Macdonald, A. (2019). *Mathematics in early childhood education* (1st ed.). Oxford University Press.

Margaret Loring Merrill. (2023). *Everyday STEAM for the Early Childhood Classroom*. CRC Press.