2024 T1 PLAC909 Professional Experience 3 (3-5 years)

Assessment 1: Professional Experience Placement Digital Portfolio

Professional Experience Placement Digital Portfolio

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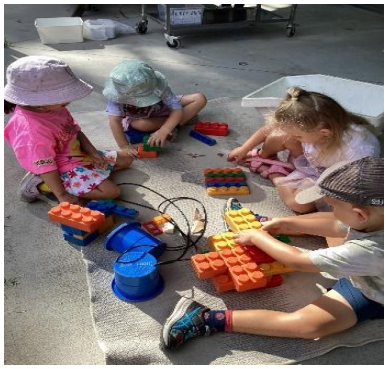
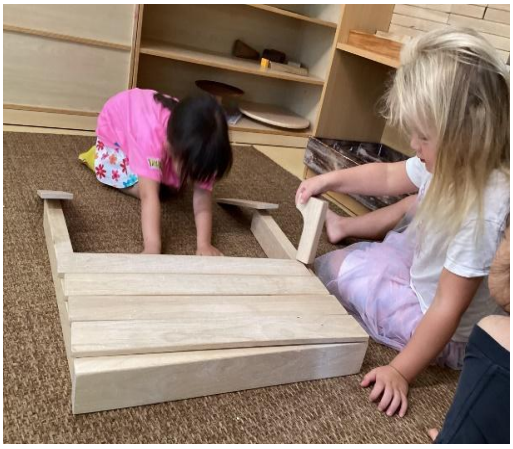
DOCUMENTATION, ASSESSMENT AND PLANNING RECORD

Context:	**Context**: Children have engaged in Construction area **Children:** Yan (4y), Luca (3y), Isla(4y), Sophia (4y) The document by Jotting Method

DOCUMENTATION



A small group of children had gathered around a massive pile of LEGO bricks. They were excitedly selecting bricks and assembling them to form their own unique buildings. Some children may construct tall buildings, while others may concentrate on designing complex shapes such as animals or cars. Their imaginations ran wild as they discovered the limitless possibilities of LEGO construction.

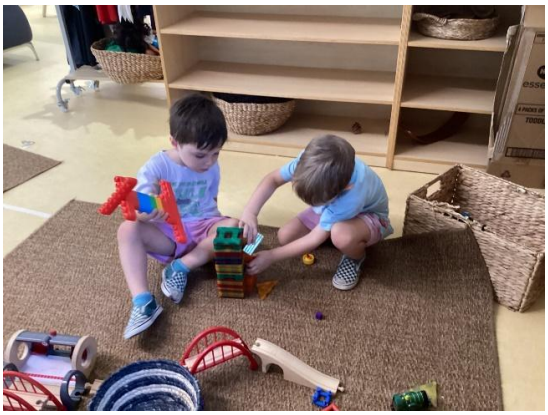


In another part of the room, a small group of children is collaborating with small wooden boards and building supplies.

They are working together to design and build furniture for their ideas, which may include a small housing.

Children are discussing the various shapes required for the walls and roof, exhibiting their spatial reasoning abilities.

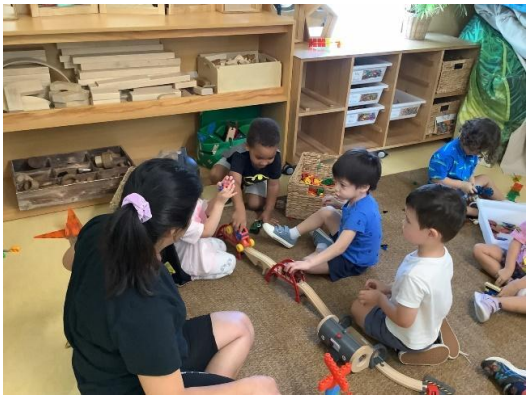
They are actively problem-solving as they figure out how to attach the pieces together.



The children construct a tower out of LEGO bricks of various sizes and shapes, as well as additional math manipulatives (if available).

This activity enables students to investigate size, form, and balance as they carefully stack each piece on top of the other.

They could be counting the number of bricks used or experimenting with various stacking patterns.



A group of children are using the created parts to create a play environment.

They may be constructing bridges and highways with the wooden boards, creating the way for their toy cars to travel.

This imaginative play allows students to explore transportation topics and tell their own stories using the constructed surroundings.

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 Domain: This domain concerns a child's mental development, including their ability to think, learn, and solve problems. The Social-Emotional Domain includes a child's emotional development, social skills, and self-regulation. The Physical Domain focuses on a child's gross and fine motor skills (Arthur et al., 2021).	Cognitive Domain: Organizes items by size, form, and colour, constructs towers of four or more blocks, and replicates complicated structures using blocks. In the social-emotional domain, individuals play together, take turns, and share, displaying leadership characteristics in play. Physical Domain: Uses small tools to build constructions with multiple blocks through matching (Arthur et al., 2021).	Curiosity: Children investigate the many qualities of LEGO blocks and wooden materials. Creativity: Children utilise their imaginations to develop and construct unique constructions. Initiative: Children take the initiative in their play, planning, and carrying out construction projects. Persistence: Children work through building issues by attempting several solutions. Collaboration: Children work with their peers to construct constructions and create a play setting (Arthur et al., 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
• Children practice spatial reasoning, investigate topics such as size and shape, and experiment with balance. • Collaboration and communication thrive when children construct together. • Fine motor development: Precise handling of LEGOs and wood strengthens small hands. • Imagination expands; children design and build unique structures, allowing their creativity to fly (Arthur et al., 2021).	Science: concepts like as weight, stability, and construction. Mathematics: Sorting, counting, and comparing the sizes of LEGO. Technology and Engineering: apply design thinking skills for organising. Arts and Creativity: Construction play encourages self-expression and the development of creative ideas [ACARA], 2022)
THEORY and FRAMEWORKS	
Development and Education Theory	**Early Years Learning Framework Principles, Practices, Outcomes**
• Learning by Doing: Piaget's Constructivism holds that children actively generate knowledge through material exploration (Piaget, 1977) • Learning with Others: Collaborative play promotes cognitive growth (Vygotsky's Social Learning Theory (Vygotsky, 1978)). • Multiple Intelligences: The activity accommodates different learning styles (Gardner's Theory) (Gardner, 2011).	The activity reflects the principles and practices of the Early Years Learning Framework (EYLF). • Belonging and Learning: Children feel included as they explore (Principles 1 and 2). • Collaboration promotes strong relationships and communication (Practice 5). • Learning Outcomes 4: Play promotes problem solving, critical thinking, and creativity (Australian Government Department of Education [AGDE], 2022)

PEDAGOGICAL SKILLS AND KNOWLEDGE

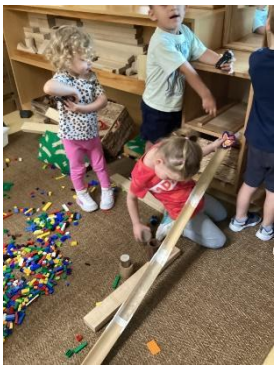
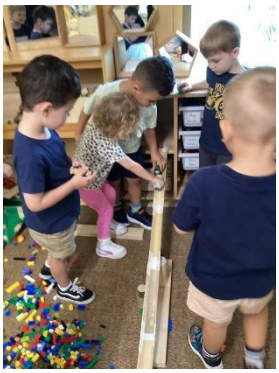
Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.

Play-based Pedagogies	Teaching Strategies	EYLF Educator Evidence	Child Development
• Open-ended enquiry: Educators provide various materials (LEGO and wood) to encourage limitless enquiry and creativity (Dewey, 1982). • Process-Oriented Learning: The emphasis is on the construction process rather than the final product, allowing for problem solving and experimentation.	• Scaffolding Learning: Educators may provide minor suggestions or prompts to help children develop their ideas and construction skills. • Observation and Assessment: Educators can monitor interactions and play to better understand children's abilities and tailor the learning environment accordingly.	• Educators create a well-equipped area with a variety of items to encourage exploration and construction activity. • Educators may engage in discusses with children about their inventions, which promotes language development and critical thinking (Dewey, 1982).	• construction play for cognitive, social-emotional, and physical development • Promoting Curiosity: To grab children's interest and inspire them to pursue their ideas and experiment with materials (Dewey, 1982).

PLANNING

Objective for future holistic learning and development	
This activity initiatives to promote an affection of learning in preschoolers through collaborative, open-ended exploration that promotes overall development. Children will learn cognitive, social-emotional, physical, and creative abilities as they design and build a racetrack for their toy cars.	
Learning Experience	
Learning experience name	**Building track for our racing car**
Experience rationale	Play-based construction with varied materials such as cardboard, ramps, and blocks enables children to: • Experiment and issue solve. • Improve spatial reasoning and fine motor skills. • Practice communicating and collaborating. • Develop creativity and self-confidence.
Development and learning goal:	• Cognitive: Improve spatial reasoning, planning abilities, and fundamental physics ideas (cause and effect, gravity). • Social-Emotional: Enhance communication, collaboration, and problem-solving abilities through teamwork. • Physical: Improve fine and gross motor abilities by manipulating materials while building the track. • Encourage creativity and ingenuity when designing the racetrack.
Experience outline:	This experience outline encourages preschoolers' creativity and collaboration. After being shown pictures of racetracks and asked intriguing questions, children design and create their dream courses using various materials (cardboard, ramps, and blocks). Open-ended prompts inspire experimentation. The session ends with testing the tracks, discussing accomplishments and areas for development, and sharing creations.

A list of materials required with photo(s):		 • Cardboard boxes (cut into various sizes) • Ramps (wooden or plastic) • Blocks (various sizes and shapes) • Tape • Markers • Toy cars
EYLF child evidence links		Outcome 1: Identity and Belonging: Working together and sharing ideas during building. Outcome 2: Communication: Using language to describe their work and ideas. Outcome 4: Learning: Experimenting with materials, problem-solving while building, and adapting plans depending on testing.
Implementation plan	**Introduction**	Show children pictures of several racetracks. Ask them questions about what they see (for example, "What makes a good racetrack?" or "Have you ever built a track before?").
	Body	Provide various materials, including cardboard boxes, ramps, bricks, tape, markers, and toy cars. Encourage children to collaborate on designing and building their racetrack. To encourage innovation, ask open-ended questions (for example, "How can we make the cars go fast?" or "Do you want a loop-de-loop?").
	Conclusion	Allow children to test their racetracks with toy vehicles. Discuss what went well and what may be improved. Encourage them to present their creations to the group.

	Engagement questions	"What materials will you use to make the track strong?" "How can we make the cars go uphill?" "What sound does the car make on the track?"
ACTING and DOING		
Play pedagogies		Open-ended exploration: Various materials allow for creative creation. Collaborative play encourages teamwork and communication.
Teaching strategies		Scaffolding learning: Provide reminders and support as necessary. Observation and assessment: Monitor interactions to better understand individual requirements (Wiggins & McTighe, 2005).
EYLF links		Outcome 1: Identity and Belonging (children work together and share ideas). Outcome 2: Communication (children use words to describe their inventions). Outcome 4: Learning (the children solve problems and experiment).
Child development		Supports toddlers develop cognitive, social-emotional, physical, and creative skills.
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 children exceeded expectations! They actively brainstormed ideas, built together, and eagerly tested their products. When building ramps, they used good spatial thinking, cooperated efficiently to realise their idea, and experimented with materials in unexpected ways. Their creative track ideas and problem-solving tactics demonstrated their inventiveness much beyond what I had anticipated. As the facilitator, I successfully led them through an open-ended investigation without forcing solutions. My questions effectively encouraged critical thinking and creative design, and I gave appropriate support throughout collaboration based on individual needs. To challenge them even more the next time, I'd introduce new materials or change the activity based on their progress and interests.