

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

PLAC909 Assessment 1: Professional Experience Placement Digital Portfolio

Professional Experience Placement Digital Portfolio

Name Student: Lisna Oktaviani IKO2000574

DOCUMENTATION, ASSESSMENT AND PLANNING RECORD

Context:

Date: 20 February 2024

Context: Indoor play: M.N Free play after Nap : Playdough time

Children: MN (4Y 8Mnth)

DOCUMENTATION

Learning Story Documentation

Observation:

MN was observed sitting down with peers. Lisna encouraged MN to create something she imagined because it was raining and snowing outside. Lisna recommended making a snowman with playdough. "How about we try to make a snowman?" Lisna spoke. This grabbed MN's curiosity, resulting in an exciting collaborative play session. MN smiled and said, "That's a good idea, I'll make you a big snowman!"



MN's face lit up with excitement when Lisna proposed constructing a snowman out of playdough. MN smiled as he declared his desire to build a big snowman for Lisna. MN was seen quickly taking pieces of playdough and forming it with his fingers. MN emerged into action, taking a piece of playdough and starting to shape it with his fingers. While creating it, he was periodically observed paying attention to Lisna, who was also making a snowman.



Throughout the session, MN alternated between sculpting the playdough and watching Lisna work on her own snowman. MN carefully created both little and large spheres, demonstrating attention and commitment in his work.

Analysis:

This observation illustrates MN's active participation in imaginative play and collaborative problem-solving. MN displayed creativity by imagining and bringing to life the concept of a snowman, despite the absence of real snow. His eagerness to engage in and contribute to the group activity demonstrates his social skills and capacity to work with others.

MN's use of fine motor skills in manipulating the playdough demonstrates flexibility and control over hand motions. Furthermore, his ability to stay focused on the activity at hand while regularly assessing Lisna's progress displays his ability to pay attention and observe.

Reflection:

MN's learning story highlights the significance of allowing children to participate in cooperative play, use their imaginations, and improve their fine motor abilities. By giving these chances, we can help children realize their full potential.

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
<p>Domains: Social-Emotional Development, Cognitive Development, and Physical Development.</p> <p>Social-Emotional Development includes MN's relationships with peers, readiness to contribute, and showing enjoyment for the activity (DESE, 2019).</p> <p>MN's imaginative play, problem-solving skills, and extended attention during the assignment all demonstrate cognitive development</p> <p>MN's fine motor abilities are displayed when they use playdough to build various forms and structures.</p>	<p>Social-Emotional Development:</p> <p>MN displays milestones in social interaction by engaging with others, exhibiting enthusiasm, and cooperating in a shared activity.</p> <p>Cognitive Development:</p> <p>MN demonstrates creative thinking milestones by envisioning and bringing to life the concept of a snowman with play dough.</p> <p>Physical Development:</p> <p>MN demonstrates milestones in fine motor abilities by manipulating playdough with accuracy and bending it into various forms (DESE, 2019).</p>	<p>MN demonstrates a variety of positive attitudes during the activity. He is enthusiastic about participating in the project. His desire to work with Lisna to create the snowman indicates cooperation. MN demonstrates focus and determination by remaining concentrated on the topic at hand in the face of distractions. His active participation in seeing Lisna's work also demonstrates curiosity and engagement. These qualities enhance MN's overall learning experience and social connections (DESE, 2019).</p>

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
<p>Children could compare the sizes of the various pieces of the snowman or count the number of snowballs used to construct the snowman.</p> <p>Children could study how the snowman melts over time or how different temperatures influence the snow .</p> <p>Children could draw or paint images of their snowman.</p>	<p>Mathematics: The snowman might help the students learn about size, form, and number (ACARA, 2023).</p> <p>Science: Children could investigate the qualities of snow and ice (ACARA, 2023).</p> <p>Art: Children could use their imaginations to make additional snowmen or winter-themed sculptures out of playdough or other materials (ACARA, 2023).</p>
THEORY and FRAMEWORKS	
Development and Education Theory	Early Years Learning Framework Principles, Practices, Outcomes
<p>Howard Gardner proposed the Multiple Intelligences Theory, which holds that intelligence is not a singular entity but rather a diversified mix of traits and capabilities. MN's activity engages multiple intelligences, including bodily-kinesthetic (manipulation of playdough), interpersonal (interaction with peers), and intrapersonal (expression of feelings and ideas through the creating process). This holistic approach recognizes and supports the various ways in which children learn and express themselves (Gardner, 2006)</p>	<p>Principles:</p> <p>a. Secure, Respectful, and Reciprocal Relationships: MN's engagement in collaborative play with peers fosters the development of secure and respectful relationships.</p> <p>Practices:</p> <p>a. Holistic Approaches: This holistic approach recognizes the interconnectedness of different areas of learning and acknowledges children as whole beings.</p> <p>b. Play-Based Learning: The activity emphasizes play-based learning, where</p>


	<p>children learn through active exploration, experimentation, and imaginative play.</p> <p>Outcomes:</p> <p>Learning Outcome 1:</p> <p>A strong sense of identity: MN's snowman creation could represent his own ideas and interests, potentially contributing to his sense of identity.</p> <p>Learning Outcome 2:</p> <p>Connection to and contribution with their world: Engaging with Lisna and creating the snowman together demonstrates MN's connection and potential contribution to his social world.</p>
--	--

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
MN actively participates in self-directed play by creating a snowman out of playdough. Collaboration might be present if the educator encouraged	Providing open-ended materials: Playdough allows for creativity and exploration.	Documentation: the educator would document MN's activity through written observations,	Social and emotional development: Interaction with Lisna implies

interaction with peers (Fleer, 2017).	Possible facilitation: The educator has introduced the snowman theme and encouraged engagement (Kyretses et al., 2014).	photographs, and reflections. Assessment: This assessment helps Lisna identify MN's strengths, areas for growth, and individual learning needs.	communication and potential partnership. Creative Development: Making the snowman allows you to use your creativity and experiment with different materials. Fine Motor Development: Rolling, sculpting, and pressing playdough involves the use of small muscles.
PLANNING			
Objectives for future holistic learning and development			
To enable MN's and their friends to understand the science behind snow formation and properties, foster curiosity about the natural world, promote scientific enquiry and experimentation skills, encourage collaboration and communication with peers, and improve sensory and motor skills through hands-on exploration.			

Learning Experience	
Learning experience name	Exploring Snow Science: Making Fake Snow
Experience rationale	The activity intends to offer MN and his classmates a hands-on, practical learning experience that will increase their awareness of weather events, help them build science skills, and encourage creativity and teamwork. Children will learn about the science of snow creation and qualities while refining their fine motor skills and social interaction abilities.
Development and learning goal:	This experience aims to support children's overall development by fostering their natural world curiosity, promoting scientific enquiry and experimentation, encouraging collaboration and communication with peers, and improving their sensory and motor skills through hands-on exploration.
Experience outline:	Making artificial snow allows children to engage in hands-on discovery, collaborative interaction, and guided reflection. They watch, enquire, and experiment, gaining a better knowledge of scientific subjects while also developing important skills like teamwork, communication, and problem-solving. Sensory exploration and social involvement help children develop holistically, instilling curiosity, confidence, and a lifetime love of learning.
A list of materials required with photo(s):	 <p>Baking soda and shaving cream</p>

EYLF child evidence links		The "Making Fake Snow" activity supports EYLF Outcome 2 by encouraging children to engage with the natural world through exploration and teamwork. It also contributes to Outcome 4 by fostering confidence and active participation in learning through hands-on experimentation and problem solving.
Implementation plan	Introduction	Begin by explaining to the children what snow is, where it originates from, and how it feels. Introduce the idea of creating artificial snow as a fun method to investigate the science of snow.
	Body	Guide children through the process of manufacturing fake snow with common household items like baking soda and shaving cream. Encourage them to watch and describe the changes that happen as they combine the ingredients. Discuss topics including absorption, response, and texture.
	Conclusion	Allow time for the children to play and experiment with the fake snow after it has been created. Facilitate a group conversation about their observations and experiences. Ask questions like, "What did you notice about the fake snow?" and "How is it similar or different from real snow?"
	Engagement questions	<p>What do you think snow is made of?</p> <p>How do you think we can make fake snow?</p> <p>What do you predict will happen when we mix the ingredients together?</p> <p>How does fake snow feel compared to real snow?</p>

ACTING and DOING		
Play pedagogies	<ul style="list-style-type: none"> • Inquiry-based learning involves hands-on investigation with artificial snow, encouraging students to ask questions, make predictions, and investigate its features. • Encourage sensory play by allowing children to touch, smell, and observe fake snow. • Collaborative play encourages peer collaboration and communication while creating and playing with artificial snow. 	
Teaching strategies	<ul style="list-style-type: none"> • Demonstration: Show children how to produce artificial snow step by step, using clear instructions and supervision. • Scaffolding: Provide support and guidance to children as needed, allowing them to progressively assume greater responsibility for the task. • Encouragement: Praise children's efforts and observations to create a positive environment for learning. 	
EYLF links	<p>Outcome 2: Children are connected with and contribute to their world.</p> <p>Outcome 4: Children are confident and involved learners.</p>	
Child development	<ul style="list-style-type: none"> • Cognitive development: Children will develop an understanding of scientific concepts such as absorption and reaction. • Social-emotional development: Engaging in collaborative play and group discussions promotes social skills and emotional awareness. 	

- Physical development: Manipulating the fake snow supports the development of fine motor skills and hand-eye coordination.

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?

Seeing the children's passion and engagement during the fake snow play was rewarding. They enthusiastically participated in the process, asking questions and thoroughly investigating the qualities of the fake snow. While children displayed curiosity and collaboration, meeting all learning objectives was difficult due to variable levels of comprehension and attention spans. Unexpectedly, some children experienced sensory issues, finding the texture of the fake snow distressing. My responsibilities included guiding the exercise, delivering instructions, and offering assistance as needed. I facilitated learning by breaking down tasks and promoting collaboration. In future sessions, I would consider using alternative sensory materials to meet the requirements of all children. The next phases entail expanding learning with linked activities and outdoor investigations of actual snow, which fosters additional interest and scientific investigation.