

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:

Date: 20 February 2024

Context: Indoor play: J.O Free play after Rest time: Play domino effect with wooden construction

Children: J.O (4Y 7 Mnth)

DOCUMENTATION



J.O has a strong interest in constructing, particularly X-shaped wooden structures. He considers how to use the numerous X-shaped wooden pieces as toys. J.O runs this activity on a round table, developing strategies for experimenting with the wooden pieces to create a domino effect. He places them at regular intervals and tries to knock down the wooden X at the beginning position. Some parts fall properly, whereas others do not. He experimented with the spacing between the wooden pieces until he found the optimal distance to fall all of the wooden X pieces. J.O appears to be intensely

focused, but he truly likes the process. It is clear that J.O has great problem-solving abilities and appreciates cognitive activities. Despite the challenge of making the wooden X fall, he keeps going, trying with persistence. After finding the best strategy, he arranges the dominoes in a long line using all of the available wooden X pieces.

Reflection and Analysis: J.O shows resilience by persevering despite initial failures, demonstrating his commitment and endurance. This exercise was carried out completely by J.O, demonstrating his independence and self-initiative. He demonstrates cognitive growth by evaluating the proper distances for the wooden X pieces and placing them efficiently. Additionally, his ability to manipulate and arrange the wooden pieces demonstrates both fine and gross motor skills. J.O's emotional management remains consistent throughout the exercise, demonstrating enjoyment and focus without becoming frustrated. Overall, this observation demonstrates J.O's problem-solving ability, independence, and emotional resilience.

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: J.O shows problem-solving abilities by playing with the arrangement and spacing of the wooden pieces to generate a domino effect.	Cognitive Milestone: J.O demonstrates advanced cognitive ability by measuring and adjusting the distance between wooden pieces to reach the desired result.	Persistence: J.O demonstrates resilience and persistence by continuing with the attempt following initial failures.

Fine and gross motor skills: J.O demonstrates coordination and manipulation abilities while handling and arranging wooden objects.	Motor Skills Milestone: J.O shows mastery in fine motor skills by carefully placing the wooden pieces, as well as gross motor skills by performing the domino effect.	J.O's curiosity motivates his research and experimenting with the wooden pieces, producing a domino effect.
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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>Problem-solving: J.O focuses in problem-solving as he experiments with various arrangements of wooden pieces to achieve the domino effect.</p> <p>J.O learns spatial awareness by evaluating and altering the distance between the wooden pieces.</p>	<p>Mathematics: J.O uses spatial analysis and estimation to establish the proper spacing between the wooden pieces.</p> <p>Physical Development: J.O exhibits fine and gross motor abilities by manipulating and arranging the wooden pieces.</p>

THEORY and FRAMEWORKS

Development and Education Theory	Early Years Learning Framework Principles, Practices, Outcomes
Piaget's Theory of Cognitive Development: J.O's activity exemplifies Piaget's concepts of integration and adaptation as he adjusts his comprehension of	J.O's activity aligns with the notion of "Holistic Approaches" by targeting several domains of development, including cognitive and physical.

<p>the wooden pieces to reach the intended result (Piaget, 1977).</p> <p>Vygotsky's Sociocultural Theory: J.O's involvement in play-based problem-solving abilities is consistent with Vygotsky's focus on the significance of interpersonal relationships and resources in cognitive development (Vygotsky, 1978).</p>	<p>J.O's enquiry and problem-solving result in Outcome 4: "Children are confident and involved learners" since he is confident in addressing obstacles and actively participates in learning opportunities.</p>
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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
<p>Child-led Learning: The observation shows a child-driven approach as J.O explores and interacts with the wooden pieces that create a domino effect.</p> <p>Scaffolding: Educators may facilitate J.O's learning by offering additional support and tools to help him improve his problem-solving abilities and spatial awareness (Arthur et al., 2021).</p>	<p>Inquiry-Based Learning: Educators promote J.O's interest and discovery by asking open-ended questions and allowing for further investigation.</p> <p>Hands-on Learning: Engaging J.O in hands-on activities such as</p>	<p>Observational Skills: The educators show excellent observational skills by accurately noting J.O's behaviour and recognising his developmental strengths and areas for improvement.</p> <p>Responsive Planning: Using the observation, educators can plan</p>	<p>Individual variations: The observation emphasises J.O's distinct skills and interests in construction and problem solving, emphasising the necessity of recognising and promoting unique differences in child growth.</p>

	constructing with wooden blocks encourages active learning and tangible comprehension (Arthur et al., 2021).	future activities that build on J.O's interests while also encouraging additional growth in cognitive and motor abilities (Arthur et al., 2021).	Developmental Continuum: J.O's participation in the exercise illustrates his evolution from enquiry to a comprehension of concepts related to space and problem-solving skills (Arthur et al., 2021).
PLANNING			
Objective for future holistic learning and development			
To improve children's creativity, fine motor abilities, and spatial ideas through hands-on experience in constructions using fruits and spaghetti.			
Learning Experience			
Learning experience name	Fruit Construction		
Experience rationale	This activity is intended to give children an opportunity for exploring their senses and creativity as they participate in a collaborative construction exercise. Using fruits and spaghetti as construction supplies, children will acquire fine motor abilities, hand-eye coordination, and awareness of space in an enjoyable and participatory manner.		
Development and learning goal:	Cognitive Development: Children will learn how to solve problems as they explore different ways to build solid buildings out of fruits and spaghetti.		

		<p>Social Development: Children are going to participate in collaborative play to improve their collaboration and communication abilities.</p> <p>Physical Development: Children will improve their ability to use fine motor skills by properly threading spaghetti into fruit pieces and managing them to form stable structures.</p>
Experience outline:		<p>Children will be given a variety of fruits (such as apples, grapes, and strawberries) and raw spaghetti. They are going to collaborate in small groups to build various constructions with fruits as components and spaghetti as connectors. Throughout the exercise, educators will motivate children to design their creations, think about stability and balance, and work with their peers.</p>
A list of materials required with photo(s):		<p>Assorted fruits (apples, and grapes.)</p> <p>Raw spaghetti</p> <p>Plates or trays for construction</p>
EYLF child evidence links		<p>Outcome 4: Children are confident and involved learners</p> <p>Outcome 5: Children are effective communicators</p> <p>Outcome 3: Children have a strong sense of wellbeing</p>
Implementation plan	Introduction	<p>Introduce the exercise and describe the resources supplied.</p> <p>Discuss construction with the children, and motivate them to work together in groups.</p>

	Body	<p>Facilitate group conversations about planning and creating fruit constructions.</p> <p>Provide guidance and assistance as needed, while motivating children to experiment with various construction techniques.</p> <p>Throughout the activity, observe and record the interactions of the children, as well as their problem-solving skills and creativity.</p>
	Conclusion	<p>Bring the children together to show and talk about their constructed fruit structures.</p> <p>Reflect on the experience, observing the children's accomplishments and skill development.</p> <p>Allow children to clean up their supplies and workstations together.</p>
	Engagement questions	<p>What fruits did you use in your construction?</p> <p>Was it difficult to connect the fruits with the spaghetti?</p> <p>Did you need your friend's help to construct?</p>
ACTING and DOING		
Play pedagogies		<p>Inquiry-Based Learning: Inspire children to take risks and explore various construction methods according to their ideas and interests.</p> <p>Imaginative Play: Inspire children to play imaginatively by helping them to imagine and make original fruit structures.</p>

<p>Teaching strategies</p>	<p>Scaffolding: Assist and guide children as they organise and construct their fruit masterpieces, helping them build capacity for problem-solving and spatial awareness.</p> <p>Modelling: Show children various strategies for building and encourage them to imitate and adapt them when building their own creations.</p>
<p>EYLF links</p>	<p>Outcome 4: Children are secure and engaged learners - Children proactively plan and build their fruit inventions, displaying confidence and initiative.</p> <p>Outcome 5: Children are effective communicators - Children interact and collaborate with their peers as they design and construct their fruit structures.</p> <p>Outcome 3: Children develop a high sense of well-being - Children feel satisfied and proud of their accomplishments when they successfully assemble their fruit masterpieces.</p>
<p>Child development</p>	<p>Cognitive Development: As children plan and construct their fruit creations, they learn problem-solving abilities while keeping stability, balance, and aesthetics of design in mind.</p> <p>Social Development: Children engage in cooperative play, practicing working together, communicating, and negotiating skills while constructing fruit structures.</p>
<p>Documentation and/or digital evidence of implementation, acting and doing</p>	



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 responded enthusiastically, demonstrating passion and participation. They positively cooperated with their friends, demonstrating ingenuity in constructing their fruit creations and improving their fine motor abilities by threading spaghetti through the fruit pieces. Despite occasional temptations, such as tasting the fruits, the children stayed focused on their activity. My duty as educators was to guide and encourage the children during the project, providing instructions on safe material handling and fostering teamwork.

In the future, I may consider adding new materials or challenges to help children learn and be creative. Despite modest distractions, the activity met its learning objectives by improving children's creativity, fine motor abilities, and comprehension of spatial concepts. Overall, the fruit construction exercise offered excellent chances for hands-on instruction and growth of skills in a pleasant and interesting setting.