

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

PLAC909 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 Digital Media to learn about Volcanoes

Children: Yan (4y), Luca (3y), Violet (4y), Sophia (4y), Betrix (4y), Bea (3y), Michelle (3y)

Document by Learning Story

DOCUMENTATION



After a 20-minute break in the preschool class, Lisna delivered a discovery lesson about volcanoes to the children using digital media. The children in the afternoon group were clearly interested in volcanoes and lava, despite the fact that the activity lasted only 7 minutes.

In this activity, children went on an amazing tour to learn about the wonders of volcanoes. The educator aided the learning process by showing a visually appealing movies describing the concept of volcanoes and how they form. The preschoolers gathered in the classroom, enthusiastically seated on the carpet, while the educator led an interactive talk about volcanoes.

Lisna paused the documentary to encourage discussion, asking questions such "Do you know which planet is in this layer?". Lisna asked, pointing to the big layer.

"Jupiter," Luca said.

"Earth," Yan stated.

"Yes, it is correct. This is Planet Earth. "Do you know where we live?"

"Australia," Beae answered.

"Australia," Violet replied with a little shout.

"Sydney," Sophia declared. "We live in Sydney," Sophia added.

"Yes, that's correct; we live in Sydney, Australia. But what planet are we now living on?"

"Earth," Yan answered.

Lisna continued the video and paused many times to gather the children's comprehension of the volcano eruption.

"Can anyone tell me what a volcano is?" said Lisna

"It's a big mountain that can go boom!" Beau raised his hand and gave his opinion

"Volcano is like a fire mountain!" Violet shouted.

"How do you think volcanoes are formed?" Lisna asked deeper.

"Maybe the mountain gets angry and explodes!" Sophia shared her imagination.

"I think it's because of the hot lava under the ground!" Yan tried to connect the story on video with his understanding.

The children were so engaged and interested in learning more about volcanoes that Lisna invited them to build a volcano that erupts with lava.

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>Cognitive development is shown by the children's grasp of volcano-related concepts like formation and characteristics.</p> <p>Social-Emotional Development is demonstrated by the children's participation in group conversations, sharing of thoughts, and energy for the activity.</p>	<p>Language and communication skills are demonstrated by the children's capacity to explain their ideas, respond to queries, and converse with their peers and the educator.</p> <p>Problem-Solving Skills: Shown as children provide explanations and hypotheses regarding volcano creation and characteristics based on their observations and prior knowledge.</p>	<p>Curiosity is demonstrated by the children's curiosity in volcanoes and active engagement in the learning activity.</p> <p>Persistence is demonstrated when children continue to interact with the issue, ask questions, and contribute to conversations even when faced with difficult concepts.</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 actively explore the idea of volcanoes through discussions, which helps them better understand.</p>	<p>Geography, Science, and Language and Literacy</p>

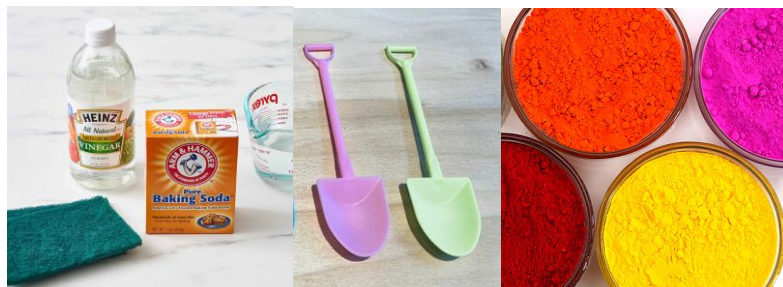
THEORY and FRAMEWORKS			
Development and Education Theory		Early Years Learning Framework Principles, Practices, Outcomes	
The documentation incorporates constructivist theories, since children proactively generate knowledge through enquiry, engagement, and discussion with peers and educators.		The documentation promotes principles that include holistic learning, children's agency, and effective interaction, which result in outcomes connected to children's knowledge and comprehension of the 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
The educator employs a play-based approach, involving children in open-ended discussions that encourage curiosity and critical thinking.	The educator uses effective questioning strategies and scaffolding to help children learn, encouraging them to think critically and explain their views.	The educator's facilitation of significant educational experiences and documenting of how children learn are consistent with the principles and practices of the EYLF.	The educator exhibits a grasp of children's cognitive and social-emotional development by customising activities and interactions to their individual and group learning journeys.
PLANNING			
Objective for future holistic learning and development			

to promote children's overall development by developing inquisitiveness, imagination, and scientific investigation skills using hands-on volcano discovery in the outdoors.

Learning Experience

Learning experience name	Sandpit Volcanoes
Experience rationale	This experience allows children to engage in sensory-rich, hands-on learning, which promotes their comprehension of volcano-related scientific ideas while also stimulating teamwork, problem-solving, and creative thinking.
Development and learning goal:	The purpose is to help children understand volcanic eruptions, chemical reactions, and geological processes while simultaneously developing their social-emotional, language, and fine motor skills.
Experience outline:	In this engaging outdoor activity, children explored the intriguing subject of sand volcanoes, giving it a colorful touch with the use of chemicals and dyes. The location was a large outside area, preferably a sandbox or a specific play place for dirty exploration. The outdoor play session was packed with excitement as Sophia and Micah's enthusiasm for building a sandpit volcano encouraged the others. We set off on a journey of research and creativity, eager to learn about volcanoes.

A list of materials required with photo(s):



		<ul style="list-style-type: none"> • plenty of sand, • non-toxic chemicals: baking soda and vinegar, colourful dyes in liquid or powder form. • miniature shovels, • dish soap • spoon • bottles
EYLF child evidence links		
Implementation plan	Introduction	<ul style="list-style-type: none"> • The educator prepared the outdoor environment with plenty of sand, ensuring it was loose and easy to mould. • Various containers of safe, non-toxic chemicals, such as baking soda and vinegar, were offered, as well as colourful dyes in liquid or powder form. • The children was given tools such as miniature shovels, and spoons
	Body	<p>Put the water to $\frac{2}{3}$ of the glass or bottles inside the sand volcano, then put the dish soap, add the baking soda and mix them, then slowly pour the vinegar to see the reactions.</p> <p>Children are encouraged to investigate the sandpit and its contents, including mixing baking soda, vinegar, and colours to make volcanic eruptions. They interact, find solutions, and engage in imaginative play while building and observing their sandpit volcanoes.</p>
	Conclusion	<p>The educator leads a reflective discussion in which children express their views, discoveries, and questions about volcanos. They may also discuss security concerns and proper cleanup processes.</p>

	Engagement questions	<p>What do you think will happen when we combine vinegar and baking soda?</p> <p>What colours do you imagine lava might be?</p> <p>What does lava look like?</p>
ACTING and DOING		
Play pedagogies	<p>This activity incorporates play-based pedagogies to encourage children's innate curiosity, exploration, and creativity while encouraging active, hands-on learning. Through play, children build a meaningful and delightful knowledge of scientific subjects.</p>	
Teaching strategies	<p>Hands-on exploration, scaffolding, and open-ended questions are all effective teaching techniques. The teacher supports and guides children as needed to help them grasp concepts more deeply while encouraging them to investigate, make hypotheses, and work together to solve problems.</p>	
EYLF links	<p>Outcome 4: Children are confident, engaged learners who actively explore and investigate the natural world.</p> <p>Outcome 1: Children experience a strong sense of identification and belonging as they participate and communicate with their classmates during the activity.</p>	
Child development	<p>The experience helps children's cognitive growth by allowing them to observe, predict, and explore with causal correlations. It also promotes their emotional and social growth by encouraging teamwork, communication, and problem-solving abilities in a cooperative play environment. Applying fine motor skills in</p>	

	manipulating tools and materials helps children's physical development.
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?

This week, we learned about volcanoes. We conducted various experiments, mixing various chemicals to study their chemical reactions and using acids and bases as primary sources. I had many opportunities to explore and learn science with the preschoolers, and they were enthusiastic throughout the learning process. I valued my function as a teacher who stimulated curiosity and fostered continuous collaborative thought with children. Indeed, not all encounters resulted in the desired conclusion, but I have no regrets; I believe we made no mistakes, just various learning methods. After reflecting on these events, I intend to continue our learning and promote growth in all of our children. We shall embark on an adventure into the unknown, drawing on our collective experiences and expertise. This was my favourite aspect of the professional placement.