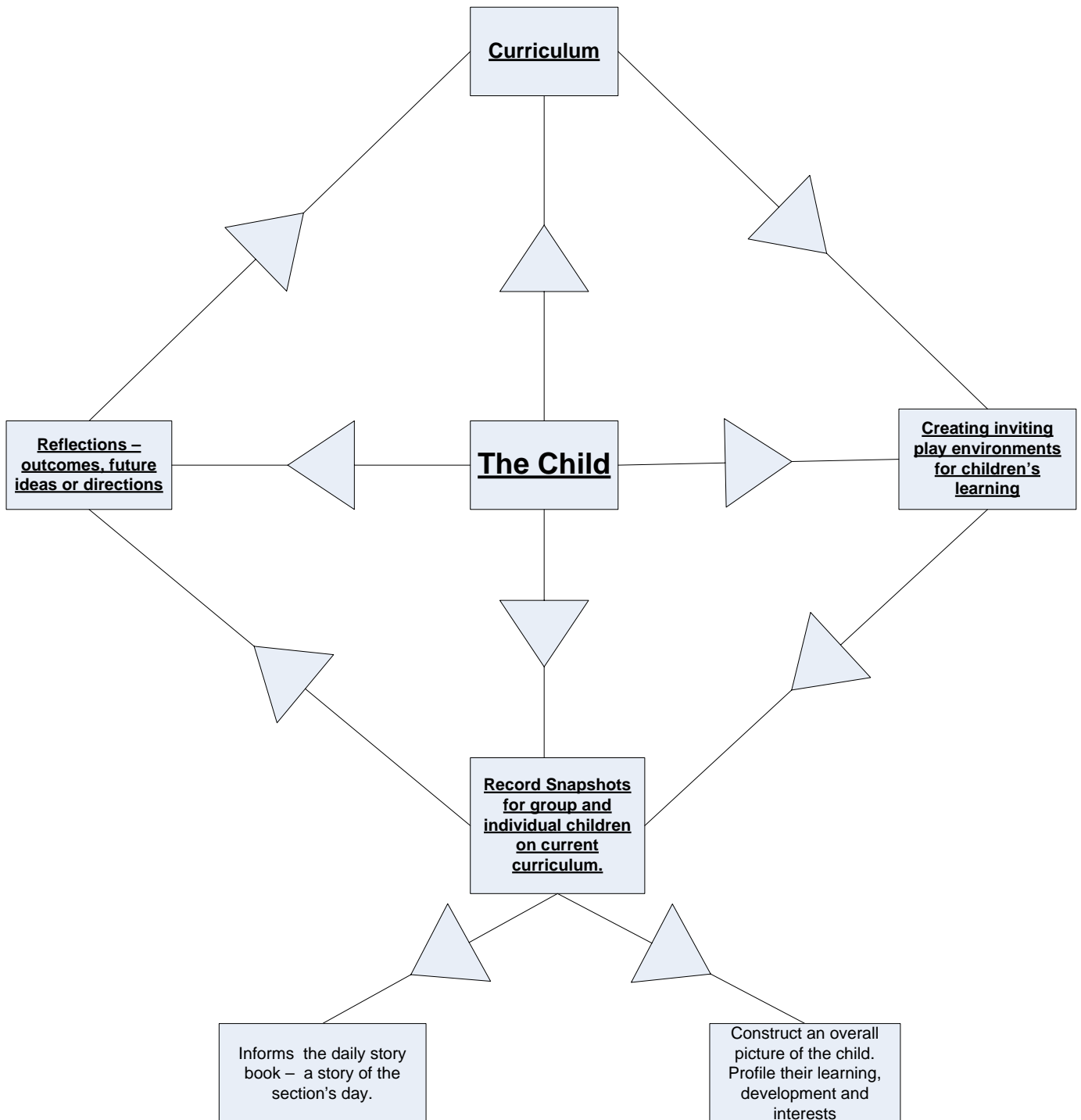


DEVELOPMENT OF THE CHILDREN'S LEARNING ENVIRONMENT



Note: Curriculum in the early years encompasses all the interactions routines and experiences in a child's day.

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

Development of the Learning Environment

Early Childhood Educators are required to develop a curriculum and overall program that creates an active learning environment for the young child. An active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interaction and negotiations with others. Educators, in an active learning environment, play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires educators to be engaged with children's emotions and thinking (Pam Winter and Gerry Mulhearn, 2009).

The Mission (2009) supports the creation of active learning environments through:

'Children's Learning and Wellbeing

Education begins at birth. Care and education are interrelated. Children learn through play.

Children's Learning and Development is influenced by a unique combination of their age, gender, culture, strengths, interests and abilities (Draft Advanced Early Childhood Teaching Standards –May 2009).

The Centre Early Childhood Educators' understand *that children are competent learners from birth and are active agents in their own and other's learning (Draft Advanced Early Childhood Teaching Standards –May 2009).*

The following aspects underpin children's success and confidence in their own ability to learn and develop.

The Centre Early Childhood Educators' decisions and actions will build on children's existing knowledge and skills to enhance their learning.

As previously mentioned the Centre acknowledges that families are children's first and most influential educators. As children participate in everyday life they develop interests and construct their own identities and understanding of the world.

The Centre also acknowledges that children thrive when families and early childhood educators work in partnership to support young children's learning and development. Both parents and the staff of the Centre are an ongoing information resource regarding the children. The sharing of information helps integrate the Centre and the family home.⁶ We are of the view that the development of an educational curriculum is a whole of community responsibility. It is complex, time consuming, but an all important process that is undertaken to improve the learning outcomes for all children in our care.

For the process to be truly community owned all participants need to understand the process. To enable this to occur it is important to provide a familiar framework that is used consistently throughout the whole service. This framework allows the community to gain this understanding and, with that knowledge, the ability to contribute.

Children learn in a variety of ways, the Centre Early Childhood Educators will actively engage with children challenging and extending their knowledge and learning capabilities. Educators play an important role in facilitating children's learning and use the potential of every day experiences to extend children's knowledge and skills.

The Centre values the importance of children *learning about healthy lifestyles including nutrition, personal hygiene, movement and physical fitness. These aspects of learning are integral to each child's sense of wellbeing and self confidence. Enhancing children's understanding of their physical, emotional, social and spiritual wellbeing is an essential component of our program (Early Years Learning Framework, 2009).*

The Centre's program is designed to be stimulating yet flexible enough to provide for the child's desire to potter around quietly, as well as being part of more structured activities. Guided by the philosophy of its Equal Opportunity Statement, the Centre aims to foster the following aspects of development: fine and gross motor, dramatic, sensory, cognitive, social and emotional, music and movement, creativity and quiet time. The Centre caters for the individual skills and interests of the children. It also extends the curriculum, where appropriate, to include experiences which extend beyond the Centre to the local and University community.⁴

Centre Early Childhood Educators ensure that individual developmental records are maintained and reviewed so that the curriculum objectives can be achieved.⁵

Curriculum

The curriculum in the early years encompasses all the interactions routines and experiences in a child's day. International research indicates: The Children's wellbeing and involvement are conclusive indicators of curriculum quality; Children in higher quality programs do better; The quality of children's relationships and engagement with educators influences learning, wellbeing and achievement; Educational and social developments are equally important.

Aspects of the active learning environment that have the most marked long term effects on children's learning are: Adult : child interaction with educators who were responsive, affectionate and readily available; Educators who asked open-ended questions; Educators who joined in children's play; rich use of print; Educators who allowed children time to complete activities; Educators who guided children in learning experiences; A variety of activities where children could choose; Experiences of co-operation and support with peers (Wylie et al, *Competent Children* at 14, NZCER-2006).

Educators will develop and adapt their approach to early years learning from their own life experiences, studies, professional expertise and in-service programs. The significant influences in our search for the development of learning environments relate to Vygotsky (1978) who states that 'learning from the perspective of the Socio-Constructivist ¹ is viewed as a dynamic, on-going process. The role of the adult is one of engaging with and interacting through action and/or dialogue. The environment needs to be richly stimulating with problems to solve and a wide range of individual, small group, and whole group opportunities' provided.

The other premise accepted by our community was that put forward by Lesley Forbes. Her hypothesis is that children have a natural desire to play; to be occupied; to be consistently afforded opportunities for exploration; and to gain an understanding of the world around them.

The active learning environment and engaging educators provides experiences and opportunities that respect individuals and that supports: children having a strong sense of identity; children being connected with and contributing to their world; children having a strong sense of wellbeing; children being confident and involved learners (Early Years Learning Framework, '09).

We need to provide an environment that invites children into our play.

Daily Routine

'Our Day' document (*Refer attachment 1*) is a picture of our daily routine. It is strongly viewed by this Centre and supported through research that the child's day should not be dominated or dictated by the many transitions (routines) that can be experienced. However it does need to be recognised that positive transitions are important learning opportunities for the young child. For children to experience positive transitions the need to be offered 'real' choices around when and where they play, when they eat and drink, when they go to the toilet and when they sleep.

'Research shows that the quality and type of project attempted by children is directly affected by the amount of time they expect to be available (Clemens, 1991). If time is short, interrupted and irregular, children will limit their expectations and produce facile, surface objects, in order to avoid the frustration of being unable to complete complex and ambitious projects.' Wright, S, 'Children meaning making and the arts' Pearson education Australia 2003. Clemens, S.G (1991, January). Art in the classroom: Making everyday special. *Young Children*

FOOTNOTES

1. **Socio-constructivist theory** advocates that students master new approaches of learning through interacting with others [Doise1990]. This theory is an extension of Piaget's [Piaget1928,Piaget1932] theory that focused on the reasons for cognitive developments in individuals. In socio-constructivist theory, emphasis is given to interactions rather than the actions themselves. A given level of individual development allows participation in certain social interactions which produce new individual states which, in turn, make possible more sophisticated social interactions, and so on[Dillenbourg *et al.* 1994].

FOOTNOTES

1. Care and education are interrelated. Education begins at birth.
2. Refer to the La Trobe University Children's Centre Equal Opportunity (E.O.) Policy.
3. Refer to E.O. Policy.
4. Refer to E.O. Policy.
5. Refer to Job Descriptions.
6. Families are required to complete a *Background Information* form for each child.
7. Refer to Job Descriptions.
8. Refer to E.O. Policy and to Job Descriptions.
9. Refer to Quality Assurance Policy

The educational curriculum should involve the following tools:

1. Planning Time
2. Indoor/Outdoor Educational Curriculum
3. Intentions- Group and Individual
4. Play and Learning Experiences
5. Creating Inviting Play Environments for Children's Learning
6. Supervision Plan
7. Days
8. Reflection
9. Record of a Snapshot
10. Developing the Individual Developmental Picture
11. Child Initiated Spontaneous Experiences
12. Staff Initiated Spontaneous Experiences
13. Parent Spontaneous Experiences
14. Health
15. Nutrition
16. Storybook – Story of the Children's Day
17. Daily Feedback Sheets
18. Scrapbook
19. Reflection of Program Form - parents/guardian
20. Photocopies of the Educational Curriculum
21. Monthly Reports
22. 6 Monthly Profiles
23. Filing the Years Educational Curricula and Children's Snapshots
24. Process Undertaken when Children Transition from One Section to the Next – “My Grown up Buddy”
25. Transition Checklist

Provided below are detailed explanations/expectations on the criteria stated above.

1. **Planning Time**

Each Section Head is required to arrange time on a weekly basis (according to their Award Conditions) to develop the curriculum. It is also important for the Section Head to actively engage the other staff members within their section to undertake curriculum development. To assist in the co-ordination of the times provided please complete and return the attached form to the Assistant Manager (*Refer attachment 2*)

2. **Indoor/Outdoor Educational Curriculum Tool**

This is the tool that you will use to assist in the recording, capturing and reflecting of children's actual play (*Refer attachment 3*). It has been designed to enable you, other staff, children and families to document individual children's learning (via Snapshots, Intentions and Reflections) based on the 'here and now'. The Educational Curriculum is developed on a weekly basis flowing from the previous week's curriculum (need to observe connection). The snapshots recorded in the individual days, child, staff and parent spontaneous initiated ideas/suggestions will be the impetus for generating the curriculum. The snapshots taken will guide you in identifying: possible Group and Individual Intentions; Play and Learning Experiences; Creating Inviting Play Environments for Children's Learning; and associated Supervision requirements. The first Educational Curriculum (i.e. first day of the year or on appointment of a new Section Head) the curriculum is a blank page. The Curriculum is child focused and driven and designed around the 'here and now'. Once the children start arriving and initiating the play only then does the journey begin. Children, Staff and families all have input into the learning that takes place throughout the day.

To create the flexibility we have ensured the tool is portable. This is achieved by providing each

section with a Literacy Centre – this is where the Indoor/Outdoor Educational Curriculum is on display – it is a living interactive tool. These centres are mobile and can move both indoors and outdoors and can be moved to prominent areas within the playroom to capture families’ attention to contribute to the children’s daily journey.

3. **Intention**

Group

The group intention is based on staff identifying what direction the group’s interests and play is moving. The group intentions will be directly linked and are a result of the snapshots and reflections recorded on the educational curriculum.

This process is about validating, extending, supporting, redirecting and developing the progress of the children’s interest and learning. Take into consideration how the children can be involved in sourcing, constructing, creating their own provisions, and resolving problems. The group intention spells out the how, what, who and when.

At all times the staff must regard the children’s own learning styles, dispositions and ideas.

Individual

The individual intention is identifying the direction in which the child’s interest and play is moving. The individual intentions are directly linked and are a result of the snapshots and reflections recorded on the educational curriculum.

Identify the child’s intentions. This process is about validating, extending, supporting, re-directing and developing the progress of the children’s interest and learning. Take into consideration how the children can be involved in sourcing, constructing, creating their own provisions, and resolving problems. The group intention spells out the how, what, who and when.

At all times the staff must regard the child’s own learning style, disposition and ideas.

4. **Play and Learning Experiences**

Once you have formulated your intentions from the snapshots you will need to provide suggested experiences to reflect and develop further on children’s current interest. These experiences should provide for children’s fun, visible learning, engagement and a progression of development of their play. The adults are to be the architects of the play: they are to provide continual support by providing suggestions on the possible extensions and enhancements for play and learning.

5. **Creating Inviting Play Environments for Children’s Learning**

This aspect of your planning is about inviting children to play. To maximise the learning outcomes for children from these experiences you will need to identify strategies that other staff can adopt to facilitate positive outcomes. Further information on possible strategies have been provided on how you can encourage children’s participation, what questions staff need to ask i.e. words that can be used, non-verbal actions (*Refer attachment 4*).

6. **Supervision Plan**

This section is used to identify specific supervision requirements relating to specific activities – indoor/outdoor. You need to address: the type of experiences you are providing; the way the equipment is used; the way children relate to each other, as well as the actual physical design. This is where you demonstrate your duty of care with active and diligent supervision.

7. **Days**

Under the individual day you will record snapshots of the children's play. You write up children's play and the experiences. The snapshots will be occasions of visible learning, significant play and engagement. This play is recorded as it happens or unfolds and can be completed by any or all staff members working with the children. The staff become historians of the day.

8. **Reflection**

Reflection is where you comment on the factors that influenced the day and therefore added to the spirit or character of the day. It is also a great opportunity to record any future ideas or directions for the program which became evident during the duration of the curriculum. It is important that you write up your reflections each day. Reflections are to be generated by everybody within the playroom: staff, children, families and visitors/students.

9. **Record of a Snapshot**

Snapshots are a written record of the child's play and learning. It is based on the here and now, as it is unfolding. Snapshots will be written directly onto the Educational Curriculum.

10. **Developing the Individual Learning Journey**

After completing your snapshot of children's play and learning on the Educational Curriculum this information and any additional account is then transferred to the individual child's Learning Journey page (*Refer attachment 5*).

Snapshots for this purpose can be recorded in a number of ways: they can be written accounts, photographs and/or samples of children's play and learning. Remember to ask children's permission when taking photographs or sampling their work. The snapshot is used in developing a picture of the child's overall development. We are recording each child's learning and developing the picture of the whole child. This record will provide the reader/staff with an account of 'the progression of development and the learners joy of discovery, decision-making, problem solving, success and other wonderful attributes that reveal themselves as children engage in play' (Program Flow Philosophy. Lesley. E. Forbes).

To assist in improving the quality of assessment in relation to individual children's learning journey, the Centre has established a format for efficient referencing. Guidelines for completing each child's learning outcomes include (*Refer attachment 5*):

PROCESS

The Individual child Learning Journey involves the following:

1. **Child's name and date of birth**
Record the child's name and date of birth in this section when the child commences at the Centre.
2. **Colour Coding**
All Section Heads will be issued a set of highlighter pens - a difference colour is to be used for each month, and recorded in the appropriate boxes to allow for quick referencing.
3. **Areas of development**
The areas of development include Language, Cognitive, Fine Motor, Gross Motor, Social and Emotional categories. Using your chosen highlighter, highlight the **observed** description(s) from the area(s) of development.

NOTE: This does not replace Snapshots, it assists in summarizing them.
4. **Age Span**
The age span covered appears at the top of the charts and is a guide only.

These procedures must be followed to provide a complete account of each individual child's learning journey.

11. **Child Initiated Spontaneous Experiences**

Each day staff record, aspects of children's play and engagement that is important to children as individuals, but did not form a major part of the day's experiences.

12. **Staff Initiated Spontaneous Experiences**

The Staff Initiated Spontaneous Experiences is a section set aside for the staff to write up experiences that they initiated during the day as a result of learning opportunities staff want to share with the children. The experiences included in this section may also be a result of staff's own ideas/interests or celebrations occurring at the time.

13. **Parent Spontaneous Experiences**

The parent spontaneous experiences is a section designed to encourage parents to write up their ideas and suggestions and have them implemented into the curriculum immediately. Staff can also add experiences in this section that have been discovered from conversations.

14. **Health**

This is where important and simple health facts and information are highlighted so that spontaneous discussion can be undertaken by staff with children around health, hygiene and general well-being. Topics to be highlighted will come from the needs within the individual sections but there are also some general topics that staff should ensure are discussed at appropriate times – Anaphylaxis (raising awareness about allergies); Hand washing; Nose wiping; Toileting; Rest/Sleep; Sunscreen and Sun hats.

15. **Nutrition**

This is where you will highlight/identify important facts on nutrition to be discussed with children. The Centre is a participant in the Start Right Eat Right Award Scheme which aims to promote good healthy eating habits in young children. Topics to be highlighted will come from the needs within the individual sections but there are also some general topics that staff should ensure are discussed at appropriate times – Healthy eating; Healthy life styles; Food awareness experiences; Food hygiene; Fluid intake and discussions on where food comes from.

16. **Storybook – Story of the Children's Day**

The story book is a method of recording the child's day and passing this on to families. The story book consists of written information (story format or activity based or both). The photos will be of 'what my child did today' - the children's interests, play, peers and environment. The story book and the daily feedback sheet are to work in conjunction with each other (*Refer attachment 6*).

17. **Daily Feedback Sheets**

A completed daily feedback sheet provides families (at a quick glance) with essential information on their child's day – information such as food eaten and the amount, rest details and toileting patterns for the day. Please ensure this is completed each day as part of our communication strategy with the families (*Refer attachment 7*).

18. **Scrapbook**

The purpose of the scrapbook is to provide the child attending the Centre and their family with a record of their time with us. The format will be informative, creative, inspirational and individual. This record will be presented to the child and their families at the end of each year. This will be the children's gift to their families (*Refer attachment 8*).

19. **Reflection of Program Form - parents/guardians**

The reflection of program form is to be distributed to all families at the conclusion of the planning/curriculum cycle (weekly). The information you receive back will assist in the reflection process and provide immediate feedback and future directions to implement (*Refer attachment 9*).

20. **Photocopies of the Educational Curriculum**

At the start of the planning cycle copies of the current curriculum are to be provided to all parents for their information and involvement.

21. **Monthly Reports**

The monthly report and summary are to be filed into your folder titled “Program Documentation” with the corresponding curriculums for that month. The monthly report is a reflection tool for you to use when evaluating the past month within your section (*Refer attachment 10*). It is to be handed to the Assistant Manager 5 days after the end of each month (no reports required for January or December). You will receive a written summary of your monthly report from the Assistant Manager.

22. **6 Monthly Profiles**

The purpose of the 6 Monthly Child Profile is to provide information to our families on their child’s involvement in the Centre’s program. These are undertaken by staff in June and December each year. The profiles are to be forwarded to families if they have left the Centre. The individual Snapshots, Intentions, Reflections and Storybook will inform a child’s 6 monthly profile, guidelines and proforma of profiles are attached (*Refer attachment 11*).

23. **Filing the Years Educational Curriculums and Children’s Files**

Children’s information must follow them to their next section, please undertake the process set out in the attached procedure (*Refer attachment 12*).

24. **Process Undertaken when Children Transition from One Section to the Next – “My Grown up Buddy”**

The Centre has introduced “My Grown up Buddy” program for children transitioning from one section to another (*Refer attachment 13*).

25. **Transition Checklist**

The passing on of information on individual children is critical to a smooth transition. Staff need to ensure that they make arrangements with the child’s new Buddy to pass on important information about the child’s needs (*Refer attachment 14*).

References

- La Trobe University Community Children's Centre - Mission 2009;
- National Childcare Accreditation Council – Quality Improvement and Accreditation System Quality Practices Guide – First Edition 2005;
- The Original Program Flow Philosophy. Lesley. E. Forbes;
- Vygotsky (1978);
- Kids – Go for your life - Start Right Eat Right Award Scheme funded by The Department of Human Services;
- Wright. S, 'Children meaning making and the arts' Pearson education Australia 2003;
- Clemens, S.G (1991, January). Art in the classroom: Making everyday special. Young Children;
- Dillenbourg, P.; Baker, M.; Blaye, A.; and O'Malley, C. 1994. *The Evolution of Research on Collaborative Learning*. <http://tecfa.unige.ch/tecfa-research/lhm/ESF-Chap5.text> ;
- The Clearinghouse on Education and Parenting – The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children (Article June 2009)
- The Early Years learning Framework for Australia (2009) Commonwealth of Australia

Acknowledgements

We would like to thank the following in-service training programs for our inspiration.

- **Educational Support for Professionals – Program Flow** (17 April, 24 April, 1 May and 12 June 2007);
- **Observing and Documenting Children's Play and Learning** (24 June 2007);
- **Recording Children's Progress** (21 July 2007);
- **Collaborating with Children for Effective Programming** (8 September 2007);
- **Children's Portfolio's and Program Presentation – Getting Started** (15 September 2007);
- **Early Childhood Education Conference** – (2 and 3 June 2006)
- **ECIA & ECA Victorian State Conference** – (15 and 16 October 2009)

The Picture of Our Day

Attachment 1

The Centre's Mission (2009) states: ".....The learning environment offered will take account of children's individual developmental achievements – including the promotion of each child's sense of self and individuality, and the development of both autonomy and co-operation in the child.....".

"As far as possible, the program should allow children to make their own choices based on individual interests, needs, age, strengths and energy levels. The program should promote the importance of play. Regimented times, when everyone is required to do the same thing at the same time, should be kept to a minimum (Quality Area 3)."

OUR DAY	8.15am to 9.00am	Transition from Home to Centre.		<ul style="list-style-type: none"> Indoor and Outdoor play in our gardens are offered <u>ALL</u> day. 		<ul style="list-style-type: none"> Ensuring that supervision of children is active and diligent at all times through out the day
			Y	<ul style="list-style-type: none"> The Centre promotes children's choice to either play inside or outside 	K S	<ul style="list-style-type: none"> Routinely changing nappies/supervising children's bathrooms – hand washing and flushing of toilets;
	TRANSITIONS	Transition through meal times and rest times (Refer to children's individual needs and routine).		<p>simultaneously and to ".....provide for the child's desire to potter around quietly, as well as being part of more structured activities."</p> <p style="text-align: center;">(Mission 2009)</p>	T A S	<ul style="list-style-type: none"> Tidying of the bathroom areas; Meal time setting up, supervision and tidying up; Laundry as required (face washers and bibs);
			P	<ul style="list-style-type: none"> Rich outdoor environments also provide for children's development intellectually, physically, emotionally and socially. 	A F F	<ul style="list-style-type: none"> Planning; Preparing for next day
	5.30pm to 6.15pm	Transition from Centre to Home			S T	

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

PLANNING TIME

EARLY CHILDHOOD EDUCATOR – TRAINED

As part of your job description and responsibilities you are required to:-

- Develop, plan implement and evaluate in conjunction with the Manager, a program that reflects the Centre's mission and statements;
- Ensure that the records providing an overall picture of the child's journey are maintained and are up-to-date;
- Maintain weekly attendance records;
- Submit monthly reports to the Manager.

PROCEDURE

It is the Section Head's responsibility to arrange and co-ordinate times for all staff to undertake some planning during the week. However, it is well recognised that what is agreed to on this document is the minimum time undertaken each week. There are always periods throughout the each day that additional time can and should be taken.

Please complete and sign the grid below, stating the agreed formal planning times, as arranged by the Section Head and signed off by individual staff.

This document must be returned to the Assistant Manager.

SECTION:

Staff Member	Day	Time	Staff Member's Signature of acceptance.

Formulated September 2006
Updated December 2008

PERIOD COVERED:

<p>INTENTIONS (BROAD AND SPECIFIC)</p>	<p>PLAY AND LEARNING EXPERIENCES</p>	<p>CREATING INVITING PLAY ENVIRONMENTS FOR CHILDREN'S LEARNING</p>	<p>SUPERVISION PLAN</p>
<p><u>HEALTH</u></p>	<p>CHILD INITIATED SPONTANEOUS EXPERIENCES:</p>		
<p><u>NUTRITION</u></p>	<p>STAFF INITIATED SPONTANEOUS EXPERIENCES:</p>		
	<p>PARENT INITIATED SPONTANEOUS EXPERIENCES:</p>		

INDOOR/OUTDOOR EDUCATIONAL CURRICULUM

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

REFLECTIONS

**Working with young children Joan Faragher & Glenda MacNaughton. TAFE
Publications Unit. 1990. P121**

This requires you to ask the questions:

- How will I, or how can I, achieve the objectives?
- What can I do to encourage the child?
- What can I do to help the child?
- What can I do to enable the child?

This step focusses on the early-childhood worker thinking about how he or she will interact with the child in relation to the chosen objective. In other words, this means thinking about your verbal and non-verbal communication with the child, and how you will act and behave with the child. For instance:

- 1 *Speech*: What will I say? How will I say it? What words might it be useful to use?
- 2 *Non-verbal communication*: How will I use my facial expressions? Will I physically demonstrate actions? Do I need to model anything for the child?
- 3 *Actions and behaviour*: Do I need to be close to the child? Do I need to reinforce the behaviour? Do I need to be with other children? Should I be interacting or observing?

Strategies that it may be useful to consider include:

- modelling
- praising
- explaining
- challenging
- questioning
- observing
- showing
- suggesting
- redirecting
- encouraging
- providing new ideas and/or vocabulary
- providing time for exploration and practice of skills
- reminding.

Can you think of any others? When you have an opportunity to observe other adults working with young children, you should observe their interactions carefully and note down strategies they have evolved for assisting the learning of young children.

An example of the way this might work in practice follows.

Background information:

An early-childhood worker has broad goals related to developing children's self-confidence and sense of self-worth (look back to p. 114 in this chapter). The observations of Nicos over time indicated that he lacks confidence and feels unable to help. A set of specific objectives are developed that concentrate on building the child's confidence step-by-step. The first one that is chosen could be as follows.

- For Nicos to help put out plates and cups for morning tea each day for a week.

A set of strategies are then chosen:

- 1 State clearly: 'I need help with putting out cups and plates'
- 2 Ask Nicos to help me.

SNAPSHOT	DEVELOPING THE LEARNING JOURNEY

Colour Coding	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SPT	OCT	NOV	DEC

Developmental Record for Children 3 mths – 2 yrs

Child's name: _____
Date of birth: _____

	3 months	6 months	9 months	12 months	15 months	18 months	2 years	
Language	<ul style="list-style-type: none"> Distressed by loud noises Turns toward sound Coos and gurgles 	<ul style="list-style-type: none"> Turns to sound or parent(s) voice across room Babbles to self and others Squeals and laughs Screams in annoyance 	<ul style="list-style-type: none"> Attentive to sounds – voices Imitates sounds Babbles tunefully – long repetitive syllables Understands no and goodbye Shouts to attract attention 	<ul style="list-style-type: none"> Says 2 or 3 words with meaning Vocalises loudly – using most vowels and consonants Understands simple instructions Shakes head for 'no' Waves goodbye Knows and responds to own name 	<ul style="list-style-type: none"> Vocalises freely Understands and obeys simple instructions Communicates by pointing – points to things on request Says 2–6 recog. words understands many more 	<ul style="list-style-type: none"> Echos prominent or last word Points to own or another's features on request 	<ul style="list-style-type: none"> Says 6–20 words – 50 recognisable words May use 2–3 word sentences Attempts to/joins in nursery rhymes and songs Refer to self by name Hands familiar objects and names pictures on request Talks to self at play 	Language
Cognitive	<ul style="list-style-type: none"> Responds to smiling faces Recognises that some sights and sounds go together Repeats actions – but is unaware of own ability to cause actions 	<ul style="list-style-type: none"> Anticipates pleasurable events – food Searches for an object <i>partly</i> hidden Can co-ordinate looking, hearing and touching Recognises familiar people Repeats accidentally caused actions which are interesting 	<ul style="list-style-type: none"> Imitates actions and sounds Looks for dropped toy in correct direction Enjoys and responds with expectation to repetition of game or event Pulls string or uses object to secure out of reach toy Searches for hidden object in place first hidden 	<ul style="list-style-type: none"> Drops objects – watches fall Can interpret significance of actions – anticipate what is going to happen Notifies differences – shows surprise 	<ul style="list-style-type: none"> Understands and obeys simple requests Tries out new actions on familiar toys and objects Recognise image of self in mirror Searches for a hidden object in place last seen 	<ul style="list-style-type: none"> Remembers where objects belong Becoming aware of cause and effect eg light switch Showing an interest of properties of objects eg insideness Understands different ways to solve problems – uses trial and error Develop a concept of object constancy 	<ul style="list-style-type: none"> Begins to think about actions to solve problems Can follow two or more directions at one time Completes simple inset puzzles Engages in make-believe play – imitating past events 	Cognitive
Fine Motor	<ul style="list-style-type: none"> Hands loosely open Watches own hands – engages in finger play Beginning to clasp and unclasp hands – not reflexive Eyes follow a moving person near cot 	<ul style="list-style-type: none"> Grasps objects with palmar grasp – spreading fingers Carries objects to mouth Hands grasp and play with feet Drops one object if given another Passes an object from one hand to the other Shakes rattle while closely watching it 	<ul style="list-style-type: none"> Holds a spoon while being fed Pokes at small objects with index finger Claps hands Picks up small objects with inferior pincer grasp Holds, bites, chews rusk or biscuit Cannot put a toy down voluntarily, lets go by putting hand and object on to surface 	<ul style="list-style-type: none"> Waves goodbye Drinks from a cup with some assistance Holds a spoon and attempts to feed self Picks up small objects with improved pincer grasp Places cube in and out of box or cup Holds block in each hand and bangs together Points with index finger at desired object 	<ul style="list-style-type: none"> Pats pages of picture book Drinks from a cup, holding in both hands Eats with spoon which sometimes turns upside down Picks up tiny objects with precise pincer grasp Builds tower – 2 or more blocks Threads rings over stick Holds a crayon in whole hand imitates scribble 	<ul style="list-style-type: none"> Builds tower 3–6+ more blocks Turns pages of book – several at a time Takes off shoes, socks and hat Scribbles lines and dots holding crayon in a palmar grasp 	<ul style="list-style-type: none"> Lifts cup alone – Picks up and puts down no spilling Turns pages of book – one at a time Puts on own shoes and hat Scribbles in continuous circles to and fro Holds crayon near point using thumb and first two fingers 	Fine Motor
Social & Emotional	<ul style="list-style-type: none"> Enjoys company smiles and coos when talked to Shows excitement when parent(s) appear, given bottle, put in pram 	<ul style="list-style-type: none"> Stretches arms to be picked up Smiles and vocalises at mirror image Beginning to be shy with strangers may object when left Expresses excitement at meal/bottle 	<ul style="list-style-type: none"> Has developed strong attachment to Mother/Father Enjoys social games – peekaboo May show strong separation anxiety and a negative reaction to strangers Throws head back and stiffens in annoyance usually protesting vocally 	<ul style="list-style-type: none"> Attachment to Mother, Father, siblings and a few adults Imitates games with adults – likes repetitive play May still object from parent(s) separation. Suspicious of strangers Helps with dressing – holds out arms 	<ul style="list-style-type: none"> Depends on adults presence for reassurance Energetic and curious – explores toys and household objects 	<ul style="list-style-type: none"> May still be upset when left Enjoys books and music Obstinate behaviour frequently seen Engages in solitary play – enjoys watching other children play Briefly imitates adults activities – feeding doll etc Indicates toilet need by restlessness or vocalisation 	<ul style="list-style-type: none"> May refuse to co-operate – likes to do opposite May have tantrums when frustrated May show signs of pride, jealousy Asks for food and drink Constantly demands adults attention Plays alone – parallel or solitary play 	Social & Emotional
Gross Motor	<ul style="list-style-type: none"> Pulled to sit, only slight head lag – braces shoulders to help Held sitting – back straight except for lumbar curve – can hold head erect for short time Able to lift head and upper chest, buttocks flat, legs straight Rolls from side/back/side Reaches and swipes at dangling objects 	<ul style="list-style-type: none"> Back straight, head steady and erect Bears weight on feet and bounces – bending knees Sits propped with pillows and turns head from side to side 	<ul style="list-style-type: none"> Sits alone on floor Leans forward to grasp a toy without losing balance. Turns sideways while leaning forward Held standing: Makes stepping movements Able to roll over and over, attempts to crawl Stands momentarily when holding onto support. Cannot lower self. Falls backwards 	<ul style="list-style-type: none"> Able to raise and lower self while holding onto furniture Stands alone momentarily Walks around furniture stepping sideways Crawls on hands and knees or uses some form of locomotion Walks forward and sideways – hands held Can roll a ball and crawl to retrieve it 	<ul style="list-style-type: none"> Walks alone – uneven steps feet wide apart. Arms held high for balance Can get to feet alone, without holding onto furniture Climbs up steps and stairs by crawling; crawls down backwards Once on feet, gets down by bumping down or falling forward onto hands 	<ul style="list-style-type: none"> Walks well with feet only slightly apart Runs stiffly with eyes on ground – just ahead Squats to pick up toys – uses hands to get up Pushes and pulls large toys and boxes Backs into or slides sideways into small chair 	<ul style="list-style-type: none"> Squats to play, rises without using hands Runs without falling. Stopping and starting to avoid obstacles Climbs onto furniture to open doors/look out of windows Walks into ball to kick it Throws ball without losing balance Walks up and down steps and stairs – 2 feet to a step – holding onto rail or wall 	Gross Motor

Colour Coding	JAN	FEB	MAR	APR	MAY	JNE	JLY	AUG	SPT	OCT	NOV	DEC

Developmental Record for Children 12 mths – 3 yrs

Child's name:

Date of birth:

	12 months	15 months	18 months	2 years	2½ years	3 years	
Language	<ul style="list-style-type: none"> Says 2 or 3 words with meaning Vocalises loudly – using most vowels and consonants Understands simple instructions Shakes head for 'no' Waves goodbye Knows and responds to own name 	<ul style="list-style-type: none"> Vocalises freely Understands and obeys simple instructions Communicates by pointing – points to things on request Says 2 – 6 recognisable words understands many more 	<ul style="list-style-type: none"> Echos prominent or last word Points to own or anothers features on request 	<ul style="list-style-type: none"> Says 6–20 words – 50 recognisable words May use 2 – 3 word sentences Attempts to/joins in nursery rhymes and songs Refer to self by name Hands familiar objects and names pictures on request Talks to self at play 	<ul style="list-style-type: none"> Uses 200 or more recognisable words Sentence structure and articulation may be immature May stutter in eagerness Knows full name Uses pronouns 'I' 'Me' 'You' correctly Enjoys being read stories Knows 1 or 2 nursery rhymes and songs 	<ul style="list-style-type: none"> Large vocabulary, intelligible to strangers May still use some immature substitutions and unconventional grammar Uses personal pronouns, plurals and most prepositions correctly Carries on simple conversations with children and adults, telling of past experiences and describing present activities Gives full name, sex and age Asks many questions 'what', 'where', 'who' Counts by rote up to 10 or more Listens eagerly to stories and demands favourites over and over Knows several nursery rhymes and songs 	Language
Cognitive	<ul style="list-style-type: none"> Drops objects – watches fall Can interpret significance of actions – anticipate what is going to happen Notice differences – shows surprise 	<ul style="list-style-type: none"> Understands and obeys simple requests Tries out new actions on familiar toys and objects Recognise image of self in mirror Searches for a hidden object in place last seen 	<ul style="list-style-type: none"> Remembers where objects belong Becoming aware of cause and effect eg light switch Showing an interest of properties of objects eg insiderness Understands different ways to solve problems – uses trial and error Develop a concept of object constancy 	<ul style="list-style-type: none"> Begins to think about actions to solve problems Can follow two or more directions at one time Complete simple inset puzzles Engages in make-believe play – imitating past events 	<ul style="list-style-type: none"> Recognises self in photographs when once shown Recognises minute details in pictures Knows full name Asks questions 'what', 'where' Uses pronouns 'I', 'Me', 'You' correctly 	<ul style="list-style-type: none"> Appreciate size and movement of own body in relation to external objects and space Draws a person with head and one or two other features or parts May name paintings during or after construction May know names of colours Beginning to understand sharing toys and adult's attention Shows some understanding of differences between present, past and future 	Cognitive
Fine Motor	<ul style="list-style-type: none"> Waves goodbye Drinks from a cup with some assistance Holds a spoon and attempts to feed self Picks up small objects with improved pincer grasp Places cube in and out of box or cup Holds block in each hand and bangs together Points with index finger at desired object 	<ul style="list-style-type: none"> Pats pages of picture book Drinks from a cup, holding in both hands Eats with spoon which sometimes turns upside down Picks up tiny objects with precise pincer grasp Builds tower – 2 or more blocks Threads rings over stick Holds a crayon in whole hand – imitates scribble 	<ul style="list-style-type: none"> Builds tower 3 – 6+ more blocks Turns pages of book – several at a time Takes off shoes, socks and hat Scribbles lines and dots holding crayon in a palmar grasp 	<ul style="list-style-type: none"> Lifts cup alone – Picks up and puts down no spilling Turns pages of book – one at a time Puts on own shoes and hat Scribbles in continuous circles to and fro Holds crayon near point using thumb and first two fingers 	<ul style="list-style-type: none"> Builds tower of seven or more blocks using both hands Holds pencil in preferred hand with improved tripod grasp Eats skillfully with a spoon Pulls down pants at toilet 	<ul style="list-style-type: none"> Builds tower of 9+ blocks and a bridge of 3 from model using both hands co-operatively Threads large beads on a shoe-lace Holds pencil in preferred hand, near point between first 2 fingers, and uses with good control Paints with large brush on easel, covering the whole paper Can close fist and wiggle thumb in imitation, right and left Cuts with small scissors Eats with fork and spoon Pours from a jug to a cup without spilling Pulls pants up and down, but may need help with buttons and other fastenings Washes hands but may need supervision in drying them 	Fine Motor
Social & Emotional	<ul style="list-style-type: none"> Attachment to Mother, Father, siblings and a few adults Imitates games with adults – likes repetitive play May still object from parent(s) separation. Suspicious of strangers Helps with dressing – holds out arms 	<ul style="list-style-type: none"> Depends on adults presence for reassurance Energetic and curious – explores toys and household objects 	<ul style="list-style-type: none"> May still be upset when left Enjoys books and music Obstinate behaviour frequently seen Engages in solitary play – enjoys watching other children play Briefly imitates adults activities – feeding doll etc. Indicates toilet need by restlessness or vocalisation 	<ul style="list-style-type: none"> May refuse to co-operate – likes to do opposite May have tantrums when frustrated May show signs of pride, jealousy Asks for food and drink Constantly demands adults attention Plays alone – parallel or solitary play 	<ul style="list-style-type: none"> Still emotionally dependent on adults Watches other children play and may join in for short periods but has little idea of need to share Enjoys domestic make-believe play but frequently refers to adults Very active, restless and rebellious, may have tantrums when frustrated Pulls down pants at toilet 	<ul style="list-style-type: none"> Constantly demands adult's attention Clings tightly in affection, fatigue or fear Well dev. social interaction with peers, but plays alone-parallel or solitary play May refuse to co-operate, likes to do the opposite Asks for food and drink May have tantrums when frustrated or not understood May show signs of pride, jealousy Eats with a spoon without spilling Imitates games/actions – engages in simple make-believe play Drinks from cup which is picked up and replaced without spilling Verbalises toilet need, mostly dry during the day Puts on own shoes and hat 	Social & Emotional
Gross Motor	<ul style="list-style-type: none"> Able to raise and lower self while holding onto furniture Stands alone – momentarily Walks around furniture stepping sideways Crawls on hands and knees or uses some form of locomotion Walks forward and sideways – hands held Can roll a ball and crawl to retrieve it 	<ul style="list-style-type: none"> Walks alone – uneven steps feet wide apart. Arms held high for balance Can get to feet alone, without holding onto furniture Climbs up steps and stairs by crawling; crawls down backwards Once on feet gets down by bumping down or falling forward onto hands 	<ul style="list-style-type: none"> Walks well with feet only slightly apart Runs stiffly with eyes on ground – just ahead Squats to pick up toys – uses hands to get up Pushes and pulls large toys and boxes Backs into or slides sideways into small chair 	<ul style="list-style-type: none"> Squats to play, rises without using hands Runs without falling. Stopping and starting to avoid obstacles Climbs onto furniture to open doors/ look out of windows Walks into ball to kick it Throws ball without losing balance Walks up and down steps and stairs – two feet to a step – holding onto rail or wall 	<ul style="list-style-type: none"> Runs freely straight forward Kicks a large ball gently Climbs easy climbing equipment Jumps with two feet together from a low step Pushes and pulls large toys skillfully straight forward 	<ul style="list-style-type: none"> Walks alone up steps and stairs with alternating feet, and down two feet to a step, usually jumps from bottom step Jumps up and down with feet together and jumps over small objects Runs around corners and obstacles and pushes and pulls large toys around obstacles Confident in use of climbing equipment Stands and balances on one foot momentarily. Throws a ball overarm Catches a large ball with extended arms Kicks a ball forcibly and maintains balance Stands and walks on tiptoe 	Gross Motor

Colour Coding	JAN	FEB	MAR	APR	MAY	JNE	JLY	AUG	SPT	OCT	NOV	DEC

Developmental Record for Children 2 – 5 yrs

Child's name:

Date of birth:

	2 years	2½ years	3 years	4 years	5 years	
Language	<ul style="list-style-type: none"> Says 6–20 words – 50 recognisable words May use 2–3 word sentences Attempts to/joins in nursery rhymes and songs Refer to self by name Hands familiar objects and names pictures on request Talks to self at play 	<ul style="list-style-type: none"> Uses 200 or more recognisable words Sentence structure and articulation may be immature May stutter in eagerness Knows full name Uses pronouns 'I' 'Me' 'You' correctly Enjoys being read stories Knows 1 or 2 nursery rhymes and songs 	<ul style="list-style-type: none"> Large vocabulary, intelligible to strangers May still use some immature substitutions and unconventional grammar Uses personal pronouns, plurals and most prepositions correctly Carries on simple conversations with children and adults, telling of past experiences and describing present activities Gives full name, sex and age Asks many questions 'what' 'where', 'who' Counts by rote up to 10 or more Listens eagerly to stories and demands favourites over and over Knows several nursery rhymes and songs 	<ul style="list-style-type: none"> Speech grammatically correct and completely intelligible May still use a few immature phonetic substitutions, eg p-th-f-s group, r-l-w-y group Tells of recent events and experiences, using complex sentences Gives full name, sex, age and home address Tells long stories, sometimes confusing fact and fantasy Enjoys listening to longer stories Counts by rote up to 20 or more Beginning to count objects by word and touch in 1 – to 1 up to 4 or 5 Enjoys jokes and funny words or phrases Sings many nursery rhymes and songs correctly 	<ul style="list-style-type: none"> Speech fluent, grammatically correct and usually phonetically correct except for confusions of f/th and difficulty with 'r' and 's' Loves to be read or told stories and acts them out in detail later, alone or with friends Asks meaning of abstract words and uses them often, sometimes inappropriately Gives full name, sex, age, home address and birthday Understands opposites Enjoys jokes and riddles Enjoys singing and reciting rhymes and songs while playing 	Language
Cognitive	<ul style="list-style-type: none"> Begins to think about actions to solve problems Can follow two or more directions at one time Completes simple inset puzzles Engages in make-believe play – imitating past events 	<ul style="list-style-type: none"> Recognises self in photographs when once shown Recognises minute details in pictures Knows full name Asks questions 'what', 'where' Uses pronouns 'I', 'Me', 'You' correctly 	<ul style="list-style-type: none"> Appreciate size and movement of own body in relation to external objects and space Draws a person with head and one or two other features or parts May name paintings during or after construction May know names of colours Beginning to understand sharing toys and adult's attention Shows some understanding of differences between present, past and future 	<ul style="list-style-type: none"> Draws a person with head and 3 or 4 other features or parts Draws a recognisable house Understands past, present and future time Beginning to name drawings before production Gives full name, sex, age and home address Gives connected account of recent event and experiences Matches and names four primary colours correctly Understands taking turns as well as sharing 	<ul style="list-style-type: none"> Draws a person with many details, a house with door, windows, roof and chimney, pictures with several items which are named prior to start Gives full name, sex, age, home address and birthday Asks meaning of abstract words and uses them often, sometimes inappropriately Names 4+ primary colours and matches 10 or 12 colours Acts out previously heard stories, alone or with friends Co-operates and understands need for fair play and rules, including scoring in ball games Understands meaning of clock time in relation to daily program 	Cognitive
Fine Motor	<ul style="list-style-type: none"> Lifts cup alone – Picks up and puts down no spilling Builds tower 3–6+ more blocks Turns pages of book – one at a time Puts on own shoes and hat Scribbles in continuous circles to and fro Holds crayon near point using thumb and first two fingers 	<ul style="list-style-type: none"> Builds tower of seven or more blocks using both hands Holds pencil in preferred hand with improved tripod grasp Eats skillfully with a spoon Pulls down pants at toilet 	<ul style="list-style-type: none"> Builds tower 9+ blocks and a bridge of 3 from model with both hands co-operatively Threads large beads on a shoe-lace Holds pencil in preferred hand, near point between first 2 fingers, and uses with good control Paints with large brush on easel, covering the whole paper Can close fist and wiggle thumb in imitation, right and left Cuts with small scissors Eats with fork and spoon Pours from a jug to a cup without spilling Pulls pants up and down, but may need help with buttons and other fastenings Washes hands but may need supervision in drying them 	<ul style="list-style-type: none"> Builds tower of 10 or more cubes and 3 steps with 6 cubes from a model Threads small beads, small pieces of straw etc Holds a pencil in adult fashion and uses it with good control Draws a recognisable house Paints lines and shapes Washes and dries hands Imitates spreading of hand and bringing thumb into opposition with each finger in turn, right and left Eats skillfully with spoon and fork Dresses and undresses alone except for laces, ties and back fastenings Brushes teeth 	<ul style="list-style-type: none"> Builds 3 or 4 steps with cubes Threads large needle and sews stitches Writes some letters spontaneously Draws a person with many details Paints within shape outlines and paints recognisable people Counts fingers on 1 hand with index finger of other Uses knife and fork competently Dresses and undresses alone Washes and dries face and hands 	Fine Motor
Social & Emotional	<ul style="list-style-type: none"> May refuse to co-operate – likes to do opposite May have tantrums when frustrated May show signs of pride, jealousy Asks for food and drink Constantly demands adults attention Plays alone – parallel or solitary play 	<ul style="list-style-type: none"> Still emotionally dependent on adults Watches other children play and may join in for short periods but has little idea of need to share Enjoys domestic make-believe play but frequently refers to adults Very active, restless and rebellious, may have tantrums when frustrated Pulls down pants at toilet 	<ul style="list-style-type: none"> Constantly demands adult's attention Clings tightly in affection, fatigue or fear Well dev. social interaction with peers, but plays alone-parallel or solitary play May refuse to co-operate, likes to do the opposite Asks for food and drink May have tantrums when frustrated or not understood May show signs of pride, jealousy Eats with a spoon without spilling Imitates games/actions – engages in simple make-believe play Drinks from cup which is picked up replaced without spilling Verbalises toilet need, mostly dry during the day Puts on own shoes and hat 	<ul style="list-style-type: none"> Shows concern for younger siblings and sympathy for friends in distress Enjoys dramatic make-believe play and dressing up Needs other children to play with and is alternately co-operative and quarrelsome with them, as with adults Understands the need to argue with words rather than blows Shows sense of humour in talk and play Eats skillfully with spoon and fork 	<ul style="list-style-type: none"> Co-operates and understands need for rules and fair play Chooses own friends Domestic and dramatic play continued from day to day Plans and builds constructively while playing indoors and outdoors Protective towards younger children and pets and comforts friends in distress Shows definite sense of humour Uses knife and fork competently 	Social & Emotional
Gross Motor	<ul style="list-style-type: none"> Squats to play, rises without using hands Runs without falling. Stopping and starting to avoid obstacles Climbs onto furniture to open doors/look out of windows Walks into ball to kick it Throws ball without losing balance Walks up and down steps and stairs – two feet to a step – holding onto rail or wall 	<ul style="list-style-type: none"> Runs freely straight forward Kicks a large ball gently Climbs easy climbing equipment Jumps with two feet together from a low step Pushes and pulls large toys skillfully straight forward 	<ul style="list-style-type: none"> Walks alone up steps and stairs with alternating feet, and down two feet to a step usually jumps from bottom step Jumps up and down with feet together and jumps over small objects Runs around corners and obstacles and pushes and pulls large toys around obstacles Confident in use of climbing equipment Stands and balances on one foot momentarily Throws a ball overarm Catches a large ball with extended arms Kicks a ball forcibly and maintains balance Stands and walks on tiptoe 	<ul style="list-style-type: none"> Walks up and down steps and stairs 1 foot to a step Skillfully turns sharp corners while running, pushing and pulling Runs on tiptoe Sits with legs crossed Climbs ladders and trees Hops on preferred foot, balances on 1 foot for a few seconds Bends from waist with legs straight to arrange or pick up objects on the floor Shows increasing skill in ball games, kicking, throwing, catching, bouncing and using a bat 	<ul style="list-style-type: none"> Walks and balances on a narrow line Skillfully climbs, slides, swings and does 'stunts' Skips on alternate feet Stands and balances on preferred foot with arms folded Hops 2 or 3 metres on either foot Bends to touch toes without bending knees Plays ball games with considerable ability 	Gross Motor

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

THE STORY BOOK

PURPOSE:

To provide families with an alternative method from the daily routine sheets, daily feedback regarding the child's day

The families can use the information from the daily story book to build discussions with their child regarding their day. This can help to build 'bridges' between the Centre and home, assisting children and their families to feel comfortable and familiar whilst in the Centre.

Completed story books can be borrowed by the children and their families to discuss at home with extended family and friends.

RULES:

The story book should consist of written information (story format or activity based or both and photos between 1- 8). Some may also include children's or staff drawings. It is important that children provide permission for you to use their drawings.

The story book and the daily routine sheet are to work in conjunction with each other.

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE
THE SCRAPBOOK

PURPOSE:

The purpose of the scrapbook is to provide the child attending the Centre and their family with a record of their time with us. The format will be informative, creative, inspirational and individual. This record will be presented to the child and their families at the end of the year. This will be the children's gift to their families.

PROCESS:

The Scrapbook is a purposeful collection of children's work that exhibits to the child, and others (family and friends), their efforts and achievements. The work recorded in the scrapbook will provide children and their families with an account of children's individual learning, 'discoveries, decision making, problem solving, success and other wonderful attributes that reveal themselves as children engaging in play' (Program Flow Philosophy. Lesley. E. Forbes).

CONTENTS:

The following is designed to provide staff with a framework on which to guide and assist children in the development and creation of their individual scrapbook.

The Scrapbook can include

- Wide variety of work samples examples – drawing; painting; writing; videos photographs, tape recordings which records any other activities and progress of their works (successive drafts of work on particular projects);
- Records of various forms of systematic observation (anecdotal, checklists, question & requests and screen testing) of children playing alone, in small groups, in large groups, at various times of day and in various circumstances (this can be achieved through photograph or written word);
- Copy of the child's 6 monthly profiles and developmental checklists.
- Samples used can be reinforced with a theoretical developmentally appropriate statements, poems or words of wisdom

TIPS:

- Children should be actively involved and encouraged to choose items to preserve so that they can analyse their work themselves;
- For children to be actively involved in the creation of their Scrapbook they need ready access to the Scrapbook;
- The creation of the Scrapbook should involve the child their family and the teachers to facilitate and develop an intimate relationship between the Child the Centre and the Family;
- The material and records in the Scrapbook should be organised by chronological order and category;
- Children to design their own cover for the scrapbook so the book will be unique and therefore they feel the sense of ownership within the book;
- The art work should not be limited to the size of the scrapbook (invent innovative folding techniques);
- Staff to ask children about their work and record written log of this alongside their work.

FURTHER REFERENCES:

- The Clearinghouse on Education and Parenting – The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children (Article);
- An Introduction to Using portfolios in the Classroom – Charlotte Danielson and Leslye Abrutyn (book);
- The Portfolio Book A Step-by-Step Guide for Teachers – Elizabeth F. Shores and Cathy Grace (Book);
- Early Years Reflective Journal – Mindstretchers 2006 (book).

Formulated 26 June 2009.

Approved 27 August 2009 Minute 388.7 i. a.

REFLECTION OF THE PROGRAM- FAMILIES

ALL DAY CARE

3-4 years

This questionnaire has been developed to assist staff on the reflection of their Program.
Program includes: Educational Curriculum, Routines and Transitions.

**What are your comments on the program implemented over the last planning cycle
(period covered.....)?**

Experiences offered during this period included: -

.....
.....
.....
.....

What are your suggestions for future planning?

**What are your child's interests away from the Centre? This enables us to establish
links with home (note: special events, outings etc.).**

Please return to your section

LA TROBE UNIVERSITY
COMMUNITYCHILDREN'S CENTRE

MONTHLY REPORT OUTLINE

Your duty statements states:

9. Submit monthly reports to the Manager.

The following information explains in detail when the monthly report must be submitted and what it must contain.

Monthly reports are to be submitted to the Manager 5 days after the end of each month (except December and January).

Your report must contain:

- . The curriculum's for the past month.
- . Reflections (self, staff and curriculum) of the past month. For detailed explanation of what is required in this section, please refer to 'Early Childhood Curriculum Guidelines 3-5 year olds'. This section contained within the guidelines relates to all Early Childhood Educators and this information is attached.
- . Children: '....a range of documentation for each child that profiles their learning, development and interests....' (QIAS Quality Practices Guide – First edition 2005 p32) is to be included.
- . Maintenance and repairs section at the end of each report.

To assist you when completing your monthly report, the Centre has developed a format that you will be required to utilise, which meets with the stated criteria. The master copy is available from the office.

Attached is a copy for your information.

The key focus of the general checklist is developmentally appropriate practice and professional responsibility. Other sections of the checklist have been developed on the assumption that these general questions provide the foundation for work covered by key principles within the specific areas. Given that developmentally appropriate practice and professional responsibility underpin all aspects of program design, many of the questions in specific sections of the checklist relate to these key principles.

General questions

Program goals

How do I use knowledge of child development to form the basis of my program goals?

How do my program goals relate to the development of social, emotional, physical and cognitive competence in all children?

How do my program goals acknowledge individual differences?

How do my program goals accommodate a range of developmental levels?

How do my program goals provide opportunities for each child to build upon their strengths, self image and skills?

How do I endeavour to base my goals on an awareness of each child's family background, values and life experiences?

How do my program goals take account of the history and environment of the area?

Do I have clear goals for my work with children?

Do I have clear goals for children's learning?

Do I review my goals in the light of current early childhood practice?

Do I review my goals in the light of current social issues?

Observation of children

Have I developed competency in observing, recording and assessing individual children?

Have I a process of program development which is based on regular observation of individual children?

How is my planning based on a knowledge of children's current level of emotional, social, cognitive and physical development?

How do I use observations of children within the group to increase my knowledge and understanding of each child's particular learning style?

How do I respect the need for confidentiality when making program information generally available to others?

Learning experiences

How do I ensure that experiences are appropriate to each child's developmental level?

How do I plan short term objectives that are achievable?

Do I allow each child to take an active role in learning by using the following strategies?

- Preparing the environment for children to learn through active exploration and interaction with adults, other children and materials.
- Providing many opportunities for each child to practice skills.
- Planning for each child to achieve success.

How do I plan experiences that will specifically encourage all children to participate in experiences that increase their creativity and the development of concepts and skills?

Have I provided for children to learn:

- through both personal and supported experience?
- in indoor and outdoor settings?
- by gathering and analysing information from a range of sources?
- by appreciating differing points of view?
- through questioning and forming opinions?
- by using problem solving strategies?
- by using a variety of media?

How do the learning experiences enable children to gain satisfaction and confidence from their developing abilities?

Materials and resources

Do I review the resources and materials offered to the children in the light of current social issues, best early childhood practice and my overall program goals?

How do I ensure that the materials and resources provided are relevant to young children's developmental needs, interests and skills?

Do I choose resources that reflect a range of backgrounds and lifestyles?

How do I use local people and resources in the program?

Family involvement

How do I provide opportunities for parents to be involved in program planning and decision making?

Do I communicate regularly with parents about their child's developing skills?

How do I relate this information to the child's abilities and interest in learning?

How do I ensure that all parents are informed about the centre's programs?

Evaluation

Do I regularly evaluate the program?

How do I evaluate the impact of the program on children's learning?

How do I evaluate the program's effectiveness in meeting the needs of individual children in all areas of development?

How do I evaluate my program to ensure that all children are participating in a wide variety of experiences?

How do I evaluate my program to assess its level of flexibility?

Have I an adequate understanding of the background of all children?

Monthly Report on Children's Learning, Development and Interests:

_____:

_____:

_____:

_____:

_____:

_____:

Maintenance

.....

La Trobe University Children's Centre - Building & Equipment Monthly Audit - Checklist

Staff Members Name:

Date & Time

Read by - Manager/Assistant Manager - Name

Date & Time

For the Month Of

Checklist Criteria:	TICK = ok CROSS = no	Remarks:	Actions
<p>FALL ZONES: Is a minimum fall zone provided <u>between equipment and hard surfaces</u>? According to the National Standards.</p> <p>A) 900mm for Pre Schoolers B) 500mm for Toddlers.</p> <p>SOFT FALL ZONES: Is soft fall material - <u>tan bark raked regularly and kept at the appropriate depth</u> (minimum 200mm) Is the border area containing this soft fall free of splinters, cracks etc and in good repair - according to the National Standards?</p>			
<p>FENCE LINE & GATES: Is the <u>fence line secure and all gates secured appropriately</u>. Is the Children's Centre padlock interlocked in the Gardener's padlock - which then enables access by both parties? Is the fence line in good repair? Are there any points <u>where children could go over, under or through</u>? Is there any <u>equipment or vegetation that may allow the children a foot/hand hold to scale the fence line</u>?</p>			
<p>PLAYGROUND: Is the area <u>free from trip hazards</u>, eg unsafe uneven ground levels within the yard? Is the <u>sand pit at the required level 300mm</u>?</p>			
<p>EQUIPMENT: Is there any equipment that requires repair? Is the equipment <u>free from possible head and neck entrapments</u>? Are the <u>swing ropes and hooks in good repair</u>? Are there water troughs and other similar <u>containers collecting water</u>? Is <u>water pooling anywhere overnight or after rain periods</u>? Are there <u>any loose or exposed bolts, nails</u> etc on the play ground fixtures and equipment? Is there <u>any cracking, splintering in the equipment</u>? Is <u>equipment arranged in a safe and stable manner</u>?</p>			

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

GUIDELINES FOR DEVELOPING SIX MONTHLY PROFILES

BACKGROUND

The purpose of the 6 Monthly Child Profile is to provide information to our families on their child's involvement in the Centre's program. The profiles are to be distributed to clients twice per year, in June and again in December. The profiles are to be forwarded to families if they have left the Centre.

GUIDELINES

6 Monthly Child Profiles should provide an overall picture of children's learning, development and interests.

These are to be:

- Non judgmental
- Factual descriptions of development
- Include no assumptions

Reports need to be neat and headings should be identifiable. Staff must remember that these are records to be kept for years to come by the families and this should be considered when putting anything in writing.

Ensure that:

- Labelling is eliminated. Instead of saying "is a very...child", use specific examples such as "...smiles when drawing.
- Assumptions are minimised. Instead of writing "loves to", you may say "spends time at..." or "often participates in..." and then go on to actually describe the child's interaction and involvement in the experience.
- Under each heading, staff are required to note the child's information, including specific examples for each.

The 6 Monthly Child Profiles are then to be copied and placed on the child's file.

If you have any queries regarding the 6 Monthly Child Profile, please see the Assistant Manager.

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

6 MONTHLY PROFILES

To:

Child's Name:

Date:

Section:

Friendships

- (1) Children
- (2) *Interactions

Interests

- (1) Experiences Indoors
- (2) Experiences Outdoors
- (3) Books
- (4) Songs/Rhymes
- (5) Topics

Routines

- (1) Independence
 - (a) Toilet/Nappy Changing
 - (b) Dressing/Undressing
- (2) Lunch/Snacks

Additional Comments

Signature:.....

Section Head

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*Child's interactions with staff, other parents, strangers; include specific examples

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

YEARLY DOCUMENTATION – FILING

FILING PROCEDURE:

The Program (Includes Educational Curriculum And Room Routines):

All monthly reports, monthly report summaries, corresponding curriculums, limits, and objectives over the past year are to be filed in the ringed folder;

The folder is to be labelled – “Program Documentation”;

Cardboard dividers (obtained from Assistant Manager/Administration Staff) are to be used to differentiate years;

The folder/s are to be kept on the shelves in each section's office for future reference.

Individual Child Information:

The records providing an overall developmental picture of the individual child are to be stored in a folder along with the child's Enrolment Form; Background Information Form/s; Rest Memo; 6 Monthly Profiles and the completed Induction checklist. These records will be passed onto the new Section when children transition.

Cardboard dividers (obtained from Assistant Manager/Administration Staff) are to be used to differentiate years;

Emergency Evacuation Folder:

Administration will provide a print a copy of each child's Enrolment Information – which is to be filed alphabetically into a black folder labelled Emergency Evacuation Folder.

Please ensure that your documentation is filed in the above stated manner. These individual files will be collected.

If you have any questions in regard to the above process please direct them to the Assistant Manager.

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

'MY GROWN UP BUDDY'

Transition within the Centre

Transition within the Centre is a schedule of activities or experiences designed to support children, families and educators to build supportive relationships and become familiar with changing environments and experiences. These programs most commonly involve three groups: children, families and educators. Successful transitions rely on children, families and educators developing positive, supportive relationships. Children have to feel that their new surroundings is a place where people care about them and where they are likely to succeed. Similarly, families are valued and respected and included in this transition. (Transition, Department of Education and Early Childhood Development 2009 p 6)

When children transition within the Centre we arrange a familiarisation program with you and the child. This includes children and parents visiting the new section over a period of time with familiar carers. The visits are important in assisting children and you with a smooth stress free transition.

Our community recognises how important positive transition is to children and their families. We have implemented strategies through our 'My Grown up Buddy' initiative that will support a smooth stress free transition.

Nominating a 'buddy'

Factors considered by the Early Childhood Educators when assigning a buddy:

1. Early staff can buddy-up with children who arrive first thing in the morning.
2. Common connections – a 'buddy' may have previously cared for a specific child's sibling, a link to the child and family has previously been established.
3. A buddy takes on a specific child and their group of friends. Friends are identified by reading the 6 monthly profiles.

The role of the 'buddy'

The 'Buddy' cares for your child's day-to-day needs. The 'Buddy' will also be your communication link to the new playroom during the transition period. The Centre acknowledges that transition can be just as stressful for families.

Actions

1. Current staff will introduce you to the new section.
2. Both the child and families are encouraged to drop in, visit at any time.
3. Current Staff will take the child/children to play in their new section during the day.
4. The Centre's development statements support the consistent transfer of information, Supervising Staff, will meet to hand over this information.

LA TROBE UNIVERSITY
COMMUNITY CHILDREN'S CENTRE

SECTION HEAD TRANSITION CHECKLIST

When children are moving from one Section to another, the child's carer is required to meet and hand over the following information to the new section;

- Enrolment Details (current & previous years)
- Background Information Forms (current & previous years)
- Anaphylaxis Medical Management Action Plans and EpiPen Kits
- Allergy or Asthma Management Plans (current & previous years)
- Court Orders (current & previous years)
- Rest Memo (current & previous years)
- Induction for Enrolling Families - checklist (current & previous years)
- Overall Developmental Picture of the Child (current & previous years)
- 6 Monthly Profiles (current & previous years)

Staff handing over and receiving the above stated information during transition are required to sign off that all documentation was presented and up-to-date (both staff to sign and date the last page of individual children's documentation). Information not presented or up-to-date is to be noted and forwarded to the Assistant Manager for action.

It is also important for staff to discuss the following matters: individual children's observations; anaphylaxis medical management action plan; allergies; asthma; court order arrangements as well as their particular likes, dislikes and interests.

The hand-over is to take place prior to or the week of children moving to their new Sections.

NOTE

This procedure applies to transitions during the year and at the end of the year.

Please make sure you organise the implementation of the above.

Formulated August 2006,
Updated December 2008