



Baulkham Hills Family Day Care Child Observation

Child's Name/s: Sarah (age 2)

Date: 7/01/2019

Context/Setting: (The context and setting should describe how the observation came about, why is it important? Who, what, where, when, how and why)

Sarah attended another day care before joining my service. She appears settled and confident in my service. We had an open discussion about what activities she enjoys at home. She confidently explored my environment and picked some books from the bookshelf which we enjoyed reading.

Observation: (Record what happened, including the child's voice/perspective, educator input, what learning took place?)

Sarah selected a book from the book shelf and brought it over to me. We read "The very hungry Caterpillar" book. Sarah pointed to the caterpillar and said "hungry" at the same time as the caterpillar was eating. Sarah counted the food with the educator "one, two, three, four." Sarah then confidently went off to interact with her new friends.

Reflection of learning: (What strengths and interests can you identify from this observation)

Sarah is settling into her new environment well and is building trusting relationships with the educator. Sarah is showing an interests in stories, books and counting.

Links to Learning Outcomes: (Highlight, bold or mark what learning has occurred)

- Outcome 1: Children have a strong sense of identity
- **Outcome 2: Children are connected with & contribute to their world**
- Outcome 3: Children have a strong sense of wellbeing
- **Outcome 4: Children are confident & involved learners**
- Outcome 5: Children are effective communicators

Critical Reflection: (As the educator record "I statements", what did you do? What did you learn? How did you impact?)

As the educator I acknowledged Sarah's attempt and desire to form a bond with me through reading. I recognised her need for assurance and attention as she settles into care.

Extension of ideas/follow up: (How can I further support the child interests, strengths and learning journey)

Encourage group conversations between children during meal times and group play. *(Taking on the perspective of a new child settling into care)*

Family Input: (Suggestions, feedback, comments - This can be an informal conversation with parents, Educator can input/write this)

(Highlight, bold or mark what learning has occurred)

Piaget (cognitive and social/emotional theories)

0 – 2 years child

- **Piaget: Sensory-motor stage:** Children are using their physical or motor skills and their senses to explore their world and develop their cognitive understandings. Here an infant up to two years of age will use various senses and motor skills to explore objects and their environment

2 – 7 years child

- **Piaget -Pre operational stage:** 2 to 7 years. In this stage children are less reliant upon senses and physical exploration and, according to Piaget children view things as they appear.
- **Symbolic play:** 2 to 7 years. In this type of play, symbols are much more evident. Children can pretend that one object is another, the cubby house becomes a rocket.
- **Games with rules:** 5 years plus. In this stage, children are able to follow rules of games, changing their understanding of the purpose of rules as they get older. Children in the concrete operations stage are usually also in this play stage
- **Dramatic play:** Here children imitate the world around them through their role play. This leads to cooperative dramatic play around agreed-upon themes

7 – 12 years

- **Concrete operations:** 7 to 12 years. In this stage, which aligns with middle childhood, children are beginning to be able to demonstrate much more logical thinking, although they need concrete materials to help them reach the correct outcomes

0 – 2 YEARS

- **Erik Erikson (Cognitive)** autonomy versus shame and doubt: 18 months 3 years
- **Vygotsky (Language)-Primitive speech stage** Birth to 2 years. During this stage, the child is beginning to learn to speak, mainly imitating words and naming objects, or responding emotionally (crying) or socially (laughing)
- **Smilansky - Functional play (cognitive)** This occurs in the first two years of life. Infants explore objects using their body (sucking and touching) and progress to other physical activities such as throwing.

3 – 5 YEARS

- **Erik Erikson** - initiative versus guilt: 3 5 years
- **Vygotsky Thinking in uneven heaps_-** Children use trial and error, Problem solving techniques
- **Vygotsky -Naïve psychological stage** 2 to 4 years. The child in this stage is beginning to realize that words are symbols for objects. They have a great curiosity as to what objects are called.
- **Vygotsky -Egocentric or private speech stage** 4 to 7 years. Children often talk aloud to themselves as they perform tasks or solve problems
- **Smilansky - Constructive play**, which occurs when children begin to manipulate materials to create objects and patterns.

5 – 12 years

- **Erik Erikson** - industry versus inferiority: 5 12 years.
- **Vygotsky - Thinking in complex stage.** Making connections between objects, representational at first but there is further meaning behind them.

