

Assignment 1 – CHCECE023

Student name: Daniela Bolivar

Date: 12/03/2019

Trainer Name: Emma

ASSESSMENT RESULT SHEET

CHC50113 Diploma of Early Childhood Education and Care

Term: Curriculum Design – ASSIGNMENT 1 – CHCECE023

To be completed by the assessor

Modules:			
Curriculum Design	CHCECE023 Analyse information to inform learning		
Student's Name	Daniela Bolivar		
Assessor's Name	Emma Stanton		
Assessor's signature	Emma Stanton		
Date of Assessment	12/03/2019		
The student's overall performance is: (highlight)	<input type="checkbox"/> Satisfactory	x <input checked="" type="checkbox"/> Not Satisfactory	
Is re-assessment necessary?	x <input type="checkbox"/> Yes	<input type="checkbox"/> No	
Criteria	Response		Comment
	S – Satisfactory	NS – Not satisfactory	
	S	NS	
Part A – Written Questions			
1	s		
2	s		
3	s		
4		ns	a.) Can you please add to these definitions to demonstrate your understanding further.
5	s		
6		ns	Please re-submit b.) parts i and ii
7	s		
8	s		
9		ns	Please re-submit a.) and c.)
10		NS	This question has not been done.
Part B – Case Studies			
1	s		

Trainer's Overall Feedback:

Daniela, you have done well with this assessment. I can see that you have an overall understanding of the topic, which is great to see. Please take another look at the questions that were not answered correctly.

You have done a good job with the case study by planning accurately for this group of children.

As discussed in class on several occasions, referencing using the Harvard Referencing system was needed for this assessment. Please also include a References list.

Can you please add in-text citations throughout this assessment before you re-submit?

Thank you

Regards

Emma

KEY INFORMATION

QUALIFICATION/S

CHC50113 - Diploma of Early Childhood Education and Care

PREREQUISITES

None

UNITS OF COMPETENCY

CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development

INFORMATION RELATING TO ASSESSMENT TASKS

This is a summative assessment tool. Your completed assessment tasks will provide evidence for your tutor to determine whether you have successfully performed and satisfied all of the requirements to achieve competency.

Each task has clear, explicit instructions on where, when and how to perform the criteria indicated, and what evidence must be submitted to be successful. The task will indicate how you will need to prepare, the resources you will need to use, how long the task will take and the support that is available.

Each task should be clearly organised and compiled for submission. If it is not and your tutor is unable to understand your submission, you will be asked to resubmit your assessment.

Students should only submit a COPY of their work. A back up copy must be kept by the student in case of lost or misplaced submissions.

WEEKLY SUMMARY

Time	Topic	Assessment
Week 1 -5	CHCECE023 Analyse information to inform learning	Written questions 1-10 Case Study 1
Week 7	<i>Week 1-5 Assessments due by the last day of study Week 7.</i>	
Week 5-10	CHCECE024 Design and implement the curriculum to foster children's learning and development	Written Questions 11-22 Case Study 2-3
Week 11	<i>Week 6-10 Assessments last day of study Week 11</i>	

ASSESSMENT TASK 1: WRITTEN QUESTIONS

PURPOSE OF TASK

The purpose of this task is for the student to demonstrate application and competency in the units of competency for this semester.

CHCECE023 Analyse information to inform learning

CHCECE024 Design and implement the curriculum to foster children's learning and development

CRITERIA

The assessment task will demonstrate your ability to understand the topics related to the units you are studying.

ASSESSMENT TASK

For this assessment you are to complete a series of short answer questions. All questions must be answered.

The following will assist you to answer your questions.

Kearns, K. (2017). *Frameworks for Learning and Development: Working in Early Childhood Education and Care Series*. (4th ed.). Victoria: Cengage Learning Australia.

Or

- Lorraine Walker The early childhood educator for Diploma McGraw-Hill Education Community Services Series - Chapters 10 and 11
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009). Australian Government Department of Education, Employment and Workplace Relations. Canberra: DEEWR. . http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf (Accessed April 2017)

- National Regulations support by the National Law
<https://www.acecqa.gov.au/nqf/national-law-regulations>

ASSESSMENT CONDITIONS

- The following tasks have been created to assess your skills and knowledge.
- Answer each question fully

WRITTEN QUESTIONS

Question 1

- a) Explain the primary purpose for observing young children in early childhood settings? (word count 100 - 150)

The main purpose of observation a child is to determinate if the children is up-to her milestones. In order to determinate whether a child is up to their milestones, we, as educators require a high level of competence and knowledge of child development so we can then plan activities to help this child to meet their milestones. As Educator we learn to observe children in different situations and we also carry different kinds of observations. Popular observations are narratives, such as running records, jottings, anecdotal, we then interpret those observation and based on own professional knowledge we make judgements on the child developmental stage. Detailed explanation Daniela. Well done. Remember we needed to also include a citation for referencing.

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

- b) What professional knowledge and skills does an educator use to document and interpret information about children

To document and interpret information about children, educators require refined observational strategies and extensive knowledge of child development.

Some for essential professional knowledge and skills may include:

- Memorised information in regards of the predictable sequence and continuum of child development and basic behaviours, skills and abilities and knowledge that might be expected of children throughout stages of development
- Knowledge of different child's theories that can be applied to practice – for example, the impact of learning dispositions and learning styles, the role of attachment, critical periods for brain development, the influence of the child's social and cultural context, and the value of play as a learning and teaching strategy
- An ability to notice what is child knows and what is currently learning about Correct Daniela

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

Question 2

- a) With reference to Element 1.1.2 who can educators consult with to gain knowledge about individual children's strengths, abilities and interests?

Element 1.1.2 suggest the best way for educators to seek more knowledge about children's strengths, abilities and interest is by communication with families, besides collecting information from families, Educators also use a variety of methods to gather information when engaging with children in a range of experiences. Well done

- b) With reference to Element 1.1.2 what sources of documentation can educators use to gain knowledge about individual children's strengths, abilities and interests?

Educators can gain knowledge about children's interest, strengths and abilities by reading into their enrolment forms as well as when writing observation such as, running records, jotting, anecdotal and learning stories, including reflections and interpretations are essential for me to evaluate where the child stand based in regards of his developmental milestones Educators can document children's learning through videos and photos as well. Yes

Aceca.gov.au. (2019). *National Quality Standard*. [online] Available at: <https://www.aceca.gov.au/nqf/national-quality-standard> [Accessed 10 Apr. 2019].

Question 3

- a) Explain the purpose of a portfolio in relation to assessment for learning. (word count 100)

Portfolio are used to keep records of children during their time at a centre, in the childcare centre we use portfolios as evident and samples of a child achievement throughout the year. Portfolios are usually shared with families showing what the child has done or been involved in over the year. The purpose of a portfolio in relation to assessment for learning is; we can use the information included in the portfolios to gain an understanding and to provide a feedback on what the child is learning and what it's needed to be improve, once we need analysed where this child stands or what he needs to improve, we can then organize different activities to scaffold the child's learning. The child is part of the assessment for learning because teacher are meant to provide feedback and also demonstrate and guide to what an excellent job looks like, therefore child learns self-assessment skills and it helps them with their confidences, they know if they work hard and they are determinate then they will achieve what the Educator has set out for them. Please remember to include academic citations for referencing as discussed in class.

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

- b) What documents can be used in a child's portfolio to support learning outcomes and assessment for learning

Some documents that we can use in a child's portfolio to support learning outcomes and assessment for learning can be through observations, parents input, work samples, child's art work, learning stories, photos.

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

Question 4

Assessment involves interpreting evidence and making informed judgements based on sound professional knowledge.

- a) Define the *three* types of assessment; how it occurs, what is involved in the process and who is involved in the process.

Type of Assessment	Assessment Descriptor
1. Assessment for learning.	<p>Assessment for learning occurs when the Teacher analyse the child's work in order to know where the child stands at, and where the child may be needing some improvement. Both the child and the Educator are involved, once the educator evaluates the child's knowledge, he/she will then provide their feedback to the child, so the child knows exactly what is expected from him/her, it helps the children to stay motivate and to work hard to achieve the proper goal.</p> <p>For example: In the Early Childhood Care industry, it would mean for me to observe a child in various situations, collect this information through running records etc.</p>

2. Assessment as learning.	<p>Assessment <i>as</i> learning occurs when children are involved and aware into their own learning. Educators assess in the present verb, while observation at the child.</p> <p><i>For example: In the Early Childhood Care Industry, it means for me to then rate/analyse the information collected about this child, and plan ahead the next activity to farther develop or extend the child's learning, or needs, or interests</i></p>
3. Assessment of learning.	<p>Assessment <i>of</i> learning is used to grade students and to make judgements on what's the student needing to achieve that goal. Educators graded the students to be compared to what's missing to reach that expected milestones of development.</p> <p><i>For example: This is the last part where I evaluate all the total outcome of experience to reflect and once again, I start over observing, analysing/implementing and evaluating.</i></p> <p><u>Assessing is a cycle.</u></p>

- b) Explain the term *reliable* as it relates to assessment.

Reliable as it relates to assessment means, information needs to be clear and it is ordered to achieve this we must assessment the children in different setting, different timings, in different activities.

- c) Explain the term *valid* as it relates to assessment.

For an assessment to be valid we must gather enough information once we have gathered enough information from different observation, we can then validate for what we were looking for.

- d) Explain the term *bias-free* as it relates to assessment.

Assessment must be bias-free, so that means being non-judgmental or including our opinion as well as being non-racist. An easy way to avoid being bias, and by focusing on what is it that we are assessing from this child.

[Daniela, some terrific understanding demonstrated here.](#)

Question 5

A child's development can be observed over time and in a number of situations. For each development area give an example of where and when you could do observations to build a picture of the child's development.

Development Area	Observation of where and when
i. Emotional wellbeing.	<i>I can observe this when the child has been ask to do a task, I would like to observation how the child respondes when he finds the task too fard. Or when the child is getting dropped off at the centre.</i>
ii. Gross motor skills.	<i>I can observe this when the child is playing in the outside area, perhas when the child is running or playing fotball. Specificly when the child is moving his main muscles, legs, arms, core.</i>

iii.	Self-help skills.	<i>I can observe during situations perhaps meal time? I'll be looking to observe if the child can serve himself. When tidying up their shoes? I will check if the child can make his own bed? And does he ask for help? Or does he refuse to ask for help?</i>
iv.	Communication / language.	<i>Meal time! Or an activity, I can test a child's communication/language development by asking them questions during meal time, such as; would you like more apple? What's your favourite fruit and kind of start a conversation with the children, focusing if the child meets their developmental milestones.</i>
v.	Cognitive.	<i>I can observe a child's cognitive development during group time, it will be looking for signs such as if the child is observing, listening, participating, responding, signing along side.</i>
vi.	Social.	<i>I can assess a child on his social development area when we are having a group activity in the childcare, or even anytime during the day, I've been looking for signs to see if the child is socialising with others.</i>
vii.	Fine motor skills.	<i>I can observe this during meal, I've observed the children using their fingers to pick up the spoon, or if he can hold a pencil, or when the child is painting, I've liked to see the child holding the paint brush.</i>

Well-thought out here, but please remember to proof read your work.

Question 6

To complete this task refer to your reading:

- Documentation; Serving Many Masters.

a) Documentation of early childhood programs serves a number of purposes.

For each stakeholder list the key reason or purpose.

Stakeholders	Reason or purpose of documentation
i. Children and Families.	<i>First of all, it is a legal requirement, Educators are meant to document child's developmental levels, interest, besides that, the purpose of documentation for children is for us to assess learning, so we can help child to achieve. In regard to families is because we would to share this information with them and work together for the better of the child and because we plan the curriculum based on a child's interest.</i>
ii. Employers.	<i>The reason of documentation in regards of employers it is due to a legal obligation.</i>
iii. Early Childhood Education	<i>NQS 6 contains the importance of connecting the children with the community.</i>

Professional Community.	<i>Another reason is because educators must work hard to make children happy and comfortable along with the community around them.</i>
iv. Yourself as a Professional.	<i>It is a legal requirement for us to do documentations within the childcare centre about children, when doing this we must know what we are trying to analyse and what we are observation and how to purposely use this information, which is for the best of the children.</i>

- b) To demonstrate your understanding of the purposes of documentation provide a description/purpose for each component.

Area of documentation	Description
i. Assessment for Learning.	<i>Assessment for learning occurs when the Teacher analyse the child's work in order to know where the child stands at, and where the child may be needing some improvement. Both the child and the Educator are involved, once the educator evaluates the child's knowledge, he/she will then provide their feedback to the child, so the child knows exactly what is expected from him/her, it helps the children to stay motivate and to work hard to achieve the proper goal.</i>
ii. Daily Routines.	<i>Daily routines are essentials for children, children feel safe and secure when they are aware of what's happening around them or what is about to happen, we document daily routines because rate how the children are responding to the program, and it also helps Educator to easily follow through the NQS AND EYLF This does not explain what daily routines are Daniela. On my answer I explained the benefits of Daily Routines, but Daily Routines are pretty much the Daily set plan for the children, For example: 7:30 Arrival at the centre 8:30 Afternoon tea 9:30-10:30 toilet 11:40-1 Lunch 1-3: Nap 3:15-4:30 Afternoon tea 4:30-5: HOME TIME Obviously that routines can change due to children's need, or a different routine they follow at homes or usually when a new child is setting in at a centre, centres tend to follow the child's routines to make a smooth transition.</i>
iii. Environment as the 3 rd Teacher.	<i>We document how we set up the environment to help children connect with the world and it is the 3th national quality standard we want to follow. This is not correct This concept was brought in by Reggio Emilia, what she meant by this was that, the way we set up the environment around children, CAN and SHOULD promote learning, the environment should be stimulating so children can explore, investigate, interact with one</i>

		another, use their creativity, problem solving. <i>For example: by providing children open-ended materials/loose parts</i>
iv.	Reflection for Authentic Assessment	We document for authentic assessment, so we have facts of the assessment, this includes adding specific timing, child's name.
v.	Curriculum Evaluation	The reason behind documenting the curriculum evaluation is because as Educator we need to evaluate the curriculum to check what parts of it are going well and what others need to be change.

Question 7

To complete this task refer to *Education and Care Services National Regulation: Part 4.1: 74 Operational Requirements* (pp.34-35)

- a) What are the regulatory requirements for early childhood services in regard to documentation?

The regulatory requirements in regard to documentation of children of age 5-6 or under are.

Educators must assess children in regards of their development, needs, curiosity and all outcome of the curriculum program.

Once the child passed preschool age, the educators must assess and evaluate the child's welfare, development and knowledge.

- b) In preparing the documentation, what must the approved provider of an early childhood service consider?

When writing the documents, the educators must keep in mind some specific details, such as, how long the child has been attending the centre; and what ways will this documentation be used inside the centre to write this document is a way where educators as well as parents can understand it.

ACECQA (2011) Education and Care Services National Regulations Part 4.1 retrieved from www.acecqua.gov.au

Question 8

To complete this task refer to (pp. 430 – 431) of your reading:

- *Example Policy: Privacy and Confidentiality Statement.*

Early Childhood Education and Care Services are legislated to maintain and manage information in a private and confidential manner.

<https://www.cela.org.au/wp-content/uploads/Resources/privacy-and-confidentiality.pdf>

- a) Using the reading, list the relevant statutory legislation and considerations that must be followed.

Some of the Statutory Legislation and Considerations that we need to keep in mind are right below:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations
- Children and Young Persons (Care and Protection) Act 1998
- Australian Privacy Principles – www.oaic.gov.au
- Office of the Australian Information Commissioner – www.oaic.gov.au
- Privacy Act 1988 (Privacy Act) – www.oaic.gov.au/law/act
- Early Childhood Australia – www.earlychildhoodaustralia.org.au

- b) As an early childhood educator, what is your role in adhering to privacy and confidentiality?

My role is to keep children safe and maintain privacy and confidentiality from anyone who isn't legal authorized person in charge of the child. Correct

Question 9

- a) In relation to program evaluation explain the purpose of systematic and objective evaluation.

Regarding systematic evaluation, we follow a systematic program because it is a legal requirement. In the early childhood industry, centres and educators have specific duties and a curriculum to follow. When observing and evaluating children we must be objective, when Educators are objective in their evaluation, they focus on the developmental areas we assess children for, rather than sharing their personal opinion and being biased. Can you add another point here?

This information isn't included in the book, but after doing some research I understand that systematic evaluation is evaluating the program based on the curriculum/government standards.

But when we use objective evaluation, we look into more details of the program, we look for facts, instead of rather our personal opinion when assessing the program.

- b) Define the term formative evaluation.

Formative evaluation refers to the Educators evaluation the child has while he's in the process of learning when we evaluate the child has, he learns, it can provide us, parents and the child with important information, formative evaluation is an evaluation of everything around the child, not only his developmental areas.

- c) Define the term summative evaluation.

Summative evaluation refers to the Educators evaluation after the child is done with the activity or experiment and we evaluate the skills or the knowledge the child has gained during the whole process. What is the main idea of summative evaluations in relation to time?

So, my understanding to this question about summative evaluations: it only happens at the end. In other words, it means for Educator to collect information and turn it into a summary of a child's learning. Educators can collect jottings, anecdotal observations, learning stories, samples of the child's work and everything must be analysed, once this is done, we reflect on how to support that child's learning and development further.

Summative assessment should be: mention children's strengths, be free from bias, easy to understand.

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

Nurseryworld.co.uk. (2019). *Some assessment terms explained* | Nursery World. [online] Available at: <https://www.nurseryworld.co.uk/nursery-world/news/1099807/assessment-terms-explained> [Accessed 10 Apr. 2019].

Question 10

Assessment may identify children who require additional support to achieve learning outcomes. What do you need to consider when gaps in children's knowledge, skills or abilities are identified?

- When assessing a child, there are many factors for which the child may not be up to this developmental level. For of them for example could be:
 - Knowing that every child is different and learn at their own pace
 - Consider that maybe the children come from another country and is learning a new language
 - Consider background culture and religion
 - Any medical needs
 - Reflect on developmental areas

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

REFERENCES LIST

Kearns, K. (2017), Frameworks for learning & development. Engage Learning, Australia, Melbourne.

Nurseryworld.co.uk. (2019). *Some assessment terms explained | Nursery World*. [online] Available at: <https://www.nurseryworld.co.uk/nursery-world/news/1099807/assessment-terms-explained> [Accessed 10 Apr. 2019].

CELA (2017), Privacy and Confidentiality Policy Marrickville, Sydney.
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.1>
 (Education and Care Services National Regulation, 2018)

Walker, L. (2018), The early childhood educator for diploma. Mc Grow-Hill education, Sydney.

ASSESSMENT TASK 2: CASE STUDIES

PURPOSE OF TASK

To progress towards demonstrating application and competency in the units:

- | | |
|-----------|---|
| CHCECE023 | Analyse information to inform learning |
| CHCECE024 | Design and implement the curriculum to foster children's learning and development |

CRITERIA

The assessment task will demonstrate your ability to:

- Understand the topics related to the units you are studying
- Apply theoretical information you have learnt to practical application

ASSESSMENT TASK

For this assessment you are to answer the questions related to the following case studies. Each question should take 1-3 paragraphs to answer.

ASSESSMENT CONDITIONS

- The following tasks have been created to assess your skills and knowledge.
- You will need to read and follow all instructions carefully
- Answer each question fully
- Each answer should be no more than 3 paragraphs

Case Study 1

To complete this task refer to your readings:

- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.*
- *Educators' Guide to the Early Years Learning Framework for Australia.*
- *Guide to the National Quality Standard.*
- *Guidelines for Planning.*

Read the following documentation samples and complete the related questions/activities:

- *Narrative: The Preschool Music Makers.*
- *Anecdote: The Child's Voice (Braith).*
- *Making Sounds Web.*

Documentation Sample 1 – Narrative: The Preschool Music Makers

Will was using the ends of the ribbon dancers to drum on the fence railings. "Look! I'm making music!" said Will excitedly using the sticks from the ribbon dancers on the posts of the fence. Both Ryan and Will moved around the outdoor space with their sticks for drumming.

The Next Day...

Will immediately retrieved the ribbon dancers and was quick to demonstrate to Regan how he had used them the previous day with his friend Ryan. He began to drum the sticks on the railing. I remembered some small pieces of dowel that someone had recently donated and gave them to Will. He received them with excitement: "Oh thanks Brooke!" I suggested finding out what else in our backyard might make a noise.

Both Will and Regan followed this suggestion by tapping the fence, poles, tyres, sandpit etc. Braith began to show an interest. Will passed his sticks on to Braith who continued to experiment around the backyard.

"Listen to this Brooke!" said Braith, first tapping on the pole, then the tyre, the wood and running the stick along the fence.

Next I set out some PVC piping, witches hats and red piping to extend on Braith's sound making. He proceeded to arrange them in a line along a wooden frame...he tapped along the way...the wood and the piping...he moved the pipes rearranging their position (lots of problem solving).

Harry and Olivia joined in arranging their own pipes. Olivia held a pipe and rubbed her stick up and down as if she was playing a stringed instrument...Harry practiced on the pipes that Braith was arranging and then moved on to the fence...

"Go down to the end and run your stick along," said Braith to Harry. Harry ran his stick along the steel fence and back again.

Braith used the witches hats to balance the pipes, hitting each on the side repeatedly listening for the sound...we repeated the sound with our voice as the tone and pitch varied from pipe to pipe.

Olivia discovered that talking into the pipe made a 'loud sound' and Braith followed suit yelling into the pipe he was holding.

Braith continued to arrange the pipes along the grass, testing each sound along the way.

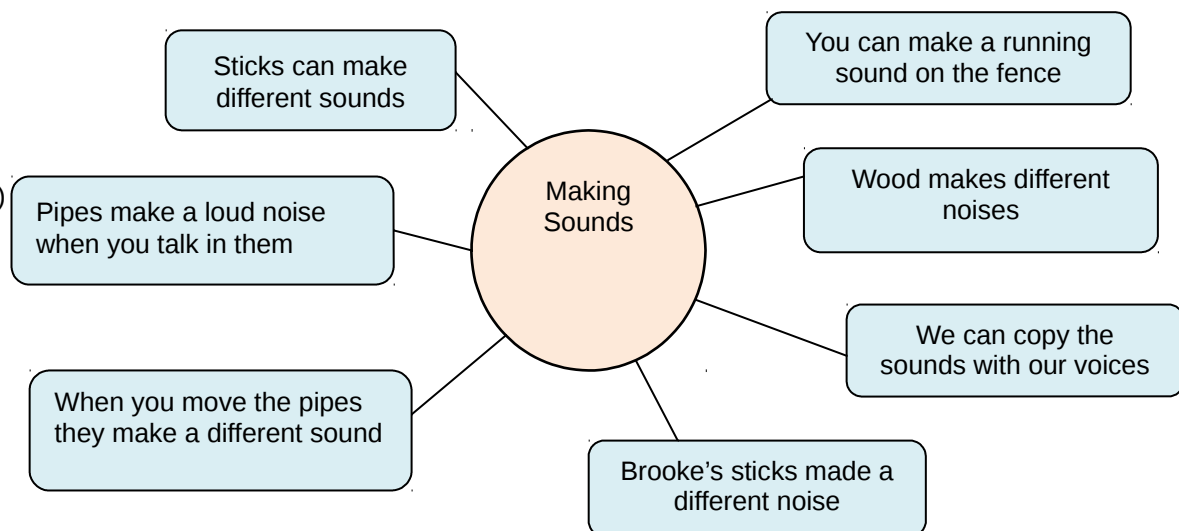
Documentation Sample 2 – The Child's Voice (Braith)

a)

"I can make music. Lots of different music, with a stick. You just tap it on things and see what sound it makes. Will showed me but now I can do it myself. I showed Olivia and Harry. You can tap

Documentation Sample 3 – Making Sounds Web

b)



- a) Based on the documentation samples for the narrative “The Preschool Music Maker”, provide an interpretation of the experience and for the children involved in the table below:

Interpretation of documentation samples:
<p>Will – <i>Will has show a great interest into making music, he's connected and contributes to this world while using open-ended materials to experiment music! Will is able to recall past event and continue his learning through the next day, he enjoys socializing with other and inviting them to try his new discoveries.</i></p>
<p>Braith</p> <p><i>Braith's interest on music caught up right away, as he engage with the educator and the other children he demostated problem-solving skills, critical thinking. he welcomed and explored the ideas of others. He was able to conscentrate and demonstrate high-level communicatio skills by listening, sharing information, giving diretions and encourangement.</i></p>
<p>The Group</p> <p><i>The children played great along each other, they were all listening to one and other, sharing their ideas, exploring together and a great team work. They are all active learners, contrubiting new ideas. They were able to draw in their existing knowledge to make new sounds in different objects.</i></p>

- b) Based on the narrative ‘The Preschool Music Makers’; ‘The Child’s Voice’ and ‘The Web’, and your interpretation, plan a follow-up experience for preschool children – Will, Braith, Harry and Olivia.

The experience should challenge, extend and engage the children and be relevant to your interpretation. Ensure you complete all relevant information in your plan. **This is a planning task only.**

Use the ‘Small/Large Group Experience Plan Template’ to document the experience.

Question 1b.

Small/Large Group Experience (Plan ONLY)

The Preschool Music Makers

Goal: (How will this experience support the child's development/learning? What do you want to achieve?)

I would like for the children to experience new things, explore new ideas, and challenge themselves as well as continue working together as a team. In regard to developmental areas, this experience will include working in their social, communication, emotional, physical, fine motors, and cognitive skills.

Activity: my activity will be extending children's learning into the world of music, so to implement the activity, I will have a CD player with the different sounds of music instruments, and different cards showing the children what the instruments look like.

After we hear to the music instruments. As a provocation and as part of our activity I will set up a table with loose parts, and we will make our own music instruments!

EYLF Outcome/s:

Outcome 2: Children are connected with and contribute to their world

Outcome 1: Children have a strong sense of identity

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators.

Performance Indicator/s: (What will you see and hear to demonstrate achievement of the goal?)

As we do the experience, I would like to hear from the children, asking about the music instruments, I would like to hear them exchanging their ideas, listening to each other, sharing the resources, playing with the instruments, asking for repetitive practice

Rationale: (Why did you choose this experience e.g. child's interest, skill/knowledge development, intentional teaching etc.)

I implemented this experience based on the children's interest, developmental knowledge and to extend their interest in music

Resources: (List the resources and materials you will use for the experience)

empty milk bottles, leaves, small rocks, sticks.

Transition Strategy: (How will you gather children to the experience? How will you smoothly transition the children to the next experience/routine at the conclusion?)

The experiment will take place before lunch time, so I would tell the children we will doing an experiment in the next 15 mins and once those 15 mins go by, I will call their names and we will sign a song "follow me, follow me, everyone follow me" once into the library I will sign a song on where

the children can participate so “heads ,shoulders knees and toes” to grab children attention.

And then I will ask questions such as : Who remembers what’ve done yesterday in the outside area?

Description of Experience/Procedure : (List/describe how you intend to implement the experience with the children from beginning (set up) to end. What will the children be required to do?)

This experience will take place before lunch time, will do my transition as mentioned in the previous questions, I will implement the experience by showing the children sounds of music instruments, and then we will make our own instruments, afterwards the children give their instruments names.

Teaching Strategies/Adult’s Role:(What role will you play in the experience? How will you facilitate children’s engagement, learning and development? E.g. initiating, modeling, prompting, coaching, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating, one to one interaction. What strategies will you use to assess children’s learning and development?)

My role in this experiment will be initiating, asking questions, demonstrating, one to one interaction.

I will observe children so I can make professional judgement to assess their development knowledge.

How would you share this learning experience and outcomes with the children’s family?

I would share this information with families, face with face, I will add up this work to the child’s portfolios.

