

Jottings

Child's Name: Matilda Jones

Age: 2 years

Focus Area: Social

Date of Jot 1: 29/08/2016

Date of Jot 2: 31/08/2016

Date of Jot 3: 02/09/2016



Matilda picks the animals from the basket and lines them up on the table. "1,2,3,4,5,6" Matilda says and she points and counts to them one by one. Julia walks over "Can I play" she asks. "No, I'm doing it" Matilda replies and Julia walks off.



Matilda sits next to Lachlan and takes the lump of play dough in front of her. Lachlan puts the basket of tools next to him. Matilda gets off her seat, walks around Lachlan and picks up a playdough tool to use, sits back down and continues with her playdough.



Sarah, Jenna and Janelle are in care today. Matilda smiles as she sees them walk in with their parents in the morning. Matilda spends the day with all three of her peers, laughing, playing and interacting with them.



Interpretation

It is evident that Matilda enjoys moments of solitude during her play and works well within a team and co-operatively with others with her chosen peers.

It's important that we provide Matilda with experiences such as group games to get her involved and interacting with all peers within the room. This will enable her to demonstrate trust and confidence with all those involved during play.

Linking To The Outcomes

L/O1: Children Have A Strong Sense Of Identity
L/O2: Children Are Connected With And Contribute To Their World
L/O3: Children Have A Strong Sense Of Wellbeing
L/O4: Children Are Confident and Involved Learners
L/O5: Children Are Effective Communicators

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Anecdotal Jottings Example About Child

Margaret Mallett



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Child Development and Education Teresa M. McDevitt, Jeanne Ellis Ormrod, Glenn Cupit, Margaret Chandler, Valarie Aloa, 2012-08-21 Child Development and Education is a comprehensive child development text written especially for educators. It helps students to translate developmental theories into practical implications for teaching and caring for youngsters with diverse backgrounds, characteristics, and needs. The text draws from innumerable theoretical concepts, research studies conducted around the world, and the authors' own experiences as parents, teachers, psychologists, and researchers to identify strategies for promoting young people's physical, cognitive, and social/emotional growth. In this Australian edition, contemporary Australian and New Zealand research has been highlighted, and local educational structures, philosophies, and controversies have been reflected. Young Researchers Margaret Mallett, 2002-02-07 Informational kinds of reading are crucial in every lesson. This book looks at how we can encourage children from the very beginning to think of themselves as young researchers using skills and strategies for clear purposes. It argues that the creative practitioner nurtures children's sense of wonder and curiosity about the world and all its phenomena. Packed full of advice on how to use the most stimulating and exciting texts and the liveliest approaches, the book celebrates the good practice of teachers and student teachers in a large number of classroom case studies. The content includes a summary of the recent developments and a framework of principles to inform good practice in this challenging aspect of literacy, chapters concentrating on particular age groups beginning with the nursery and ending with the later primary years, and thus taking up an essentially developmental approach, an assessment of recent research, and how findings can be put to practical and creative use in the classroom. A central message is that children benefit from collaborating with teachers and peers at every stage of finding out. The spoken language energises informational reading and writing, making the sharing of the fruits of children's research highly enjoyable. This book will inspire you and lead to the very best practice. *Programming and Planning in Early Childhood Settings* Leonie Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2017-08-07 *Programming and Planning in Early Childhood Settings* explores a range of approaches to curriculum and to documenting children's learning in early childhood settings. This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum. Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood, what is authentic curriculum for young children, and effective teaching strategies to extend young children's learning. The strong focus on sociocultural theories of learning promotes awareness of children's diverse experiences, competencies, and learning styles, and helps readers recognise the need for collaborative partnerships between educators, children, and families in order to develop appropriate programs. Thoroughly revised and updated, this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections to the school-based context. Numerous real-life examples, reflections,

articles and case studies assist students to understand a variety of educational theories philosophies and frameworks Throughout the book there is a focus on the processes of reflection evaluation and ongoing improvement

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Blended Practices for Teaching Young Children in Inclusive Settings Jennifer Grisham-Brown,Mary Louise Hemmeter,Kristie Pretti-Frontczak,2005 With the explicit guidance in this essential text future teachers will blend best practices from special and general education to help all their students achieve in inclusive classrooms

Teaching First Grade Min Hong,2001-07 A mentor teacher shares insights strategies and lessons for teaching reading writing and math and laying the foundation for learning success

Understanding and Supporting Young Writers from Birth to 8 Noella M. Mackenzie,Janet Scull,2024-08-27 Understanding and Supporting Young Writers from Birth to 8 provides practitioners with the knowledge and skills they need to support young children as they learn to write This fully updated second edition offers new guidance on all aspects of writing from building children s vocabulary and creating multimodal texts to providing support for children who find writing particularly challenging All chapters have been revised and updated with increased emphasis on engaging with families and catering for children from diverse communities A new chapter focuses on the Draw Talk Write Share DTWS

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