

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

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



Anecdotal Jottings Example About Child

Lorraine Walker



Anecdotal Jottings Example About Child:

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

EBOOK The Early Childhood Educator for Certificate III Lorraine Walker,2021-10-13 The new edition of this market leading text has been meticulously updated for the new CHC30121 Training Package For the student it offers engaging content that is easily accessible and effective in helping to consolidate and apply learning with localised content to enhance understanding of concepts For the instructor the updated text promises training resources that are current and relevant to industry standards and practice Available as a printed textbook or eBook the resource is also accompanied by a comprehensive suite of Instructor Resources including PowerPoints Teacher Implementation Guide and comprehensive mapping

EBOOK The Early Childhood Educator for Certificate III, Revised Lorraine Walker,2018-03-27 The Early Childhood Educator for Certificate III eBook is delivered on the Vitalsource platform in the latest version of the ePUB standard ePUB3 The Early Childhood Educator for Certificate III aligns with the CHC30113 Certificate III in Early Childhood Education and Care from the CHC Community Services Training Package This qualification applies to all early childhood educators who work within the requirements of Education and Care Services National Regulations and the National Quality Standard NQS A Certificate III trained early childhood educator s role supports children s wellbeing learning and development and the implementation of an approved learning framework either under direct supervision or autonomously This resource been designed to support students learning with content and activities at the appropriate Certificate III level of difficulty as well as a Registered Training Organisation s delivery of this valuable qualification Scope The Early Childhood Educator for Certificate III provides complete coverage of all fifteen of the required core units of competency of the CHC30113 Certificate III in Early Childhood Education and Care It also includes three elective units carefully selected to enable an overall effective introduction to the essential skills and knowledge needed to be an effective Certificate III qualified early year s practitioner

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

pedagogical approach to teaching writing The book discusses the role of oral language in early mark making and writing in detail and explores the key relationships between drawing and talking drawing and writing and drawing talking and writing Each chapter also features practical strategies and samples of writing and or drawing to illustrate key points as well as reflective questions to help the reader apply the ideas to their own setting Further topics covered include progressions in children s writing writing in the pre school years developing authorial skills developing phonological awareness phonics and spelling handwriting and keyboarding skills teaching writing to plurilingual learners assessing writing Understanding and Supporting Young Writers from Birth to 8 is a contemporary and unique resource that will help early childhood educators early years schoolteachers specialist practitioners working with very young children and students enrolled in Early Childhood or Primary Studies courses to boost their confidence in teaching young learners as they become writers **Birth to Big School** Karen Kearns,2016-09-12 Birth to Big School is designed to support the Certificate III in Early Childhood Education and Care in a holistic and integrated way while addressing the relevant units of the Training Package The text emphasises the importance of knowing the traditional domains of development and links them to the Early Years Learning Framework EYLF and the National Quality Standards NQS by using down to earth practical examples Questions enable students to check their understanding of the content and provide a reference point to the NQS *Research Methods for Studying Young Children* Olivia N. Saracho,2025-06-20 Research Methods for Studying Young Children is a volume developed to bring together in one source research techniques that researchers can use to collect data in early childhood education

Contemporary Influences in Early Childhood Education Ellis D. Evans,1971 *A Study Guide to Educating Young Children* Mary Hohmann,High/Scope Educational Research Foundation,2002 Practice exercises for adults to be used in conjunction with Educating young children EC P H686 2002 *Mothers' Journal* ,1846 *Study of Educational Provisions for and Needs of Emotionally Disturbed Children in the Elementary and Secondary Schools of British Columbia* Samuel Ralph Laycock,J. A. Findlay,1969 **Child Care Administration** Judith W. Seaver,Carol A. Cartwright,1986 Exploring Teaching in Early Childhood Education Helen F. Robison,1983 Classroom Literacy Assessment Jeanne R. Paratore,Rachel L. McCormack,2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **EBOOK The Early Childhood Educator for Diploma** Lorraine Walker,2022-05-30 Updated for the new CHC50121 qualification this new resource offers complete coverage of the 12 core units plus three of the most popular

electives Content is user friendly and engaging with language appropriate for VET students Holistic case studies present practical applications of the chapter content helping students to apply chapter teachings to real word scenarios

Mathematics for Young Children Jean M. Shaw,Sally Blake,1998 The text focuses on mathematics education reform on mathematics topics and on ways to facilitate young children s learning Later chapters contain scholarly references and a list of suggested children s books

Assessment of Young Children Lisa B. Fiore,2012 In an era of standards and norms where assessment tends to minimize or dismiss individual differences and results in punitive outcomes or no action at all Assessment of Young Children provides teachers with an approach to assessment that is in the best interest of both children and their families Author Lisa B Fiore explores a variety of ways to study and assess young children in their natural environments while stressing the importance of bringing children and families into the process This lively text helps the reader learn how to cultivate developmentally appropriate practice create appropriate expectations examine children s work interact in groups and improve their teacher behavior Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected Assessment of Young Children explores both standardized and authentic assessment work sampling systems and observation skills Readers will walk away with strategies for communicating information about children and portfolio assessment and how the use of formal and informal methods of observation documentation and assessment are connected to teacher and student inquiry Assessment of Young Children encourages an assessment strategy where the child remains the focus and explores how collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining Special Features Include Case Study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content Now what and Avenues for Inquiry throughout the book present students with concrete extensions of the material that they may pursue for further investigation

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