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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | Individual Observation of child J aged 2 years, 10 months during indoor free play in the Turtle Room. The main focus of the observation was the child’s ability to manage and express emotions constructively when getting frustration during a puzzle activity. |
| **DOCUMENTATION (EVENT SAMPLE TECHNIQUE)** |
| Event Focus: Responses to frustration during problem-solving activity.Observation Summary:Child J selected a five-piece wooden animal puzzle and sat at the quiet table. Initially, she placed one piece correctly but struggled with the second one. After two attempts, she said, “It’s not working!” and pushed the puzzle piece aside. The educator approached and encouraged her, saying, “Would you like me to help you?” The child nodded her head and tried again with the educator’s verbal support. After placing two more pieces correctly, she smiled and clapped her hands. When finishing, she said in loud voice, “I did it!” and went to show another child. |
| **ASSESSMENT***Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* |
| **Domains** | **Milestones** | **Dispositions** |
| * Cognitive development through Problem-solving and shape recognition (Borgström et al., 2019).
* Social and Emotional development by Self-regulation and persistence with adult support (Malik & Marwaha, 2022).
* Language development by expressing feelings and seeking help appropriately (National Institute on Deafness and Other Communication Disorders, 2022).
 | * Demonstrates ability to recover from frustration with support (2–3 years).
* Engages in short, focused tasks.
* Uses simple language to communicate emotions (e.g., “Not working”).
 | * Resilient: Re-engaged with the task after initial difficulty.
* Communicative: Expressed need for help and later shared success.
* Confident: Took pride in solving the puzzle and sought social recognition.
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| **LEARNING and CURRICULUM***Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* |
| **Learning** | **Curriculum Areas** |
| * Child J is developing emotional regulation skills and the ability to engage in problem-solving when provided with scaffolding. She also showed emerging social referencing by sharing her success with peers.
 | * + Social and Emotional Learning
	+ Cognitive and Fine Motor Skills
	+ Early Language and Communication
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| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| * + Erikson’s Psychosocial Theory which is Autonomy vs. Shame and Doubt: The child is developing independence while still relying on supportive scaffolding (McLeod, 2025a).
	+ Vygotsky’s Sociocultural Theory: The educator’s verbal guidance enabled Child J to complete the puzzle within her zone of proximal development (McLeod, 2025b).
 | * + Principles: Partnerships with children; High expectations and equity.
	+ Practices: Responsiveness to children; Intentional teaching.
	+ Outcomes:
		- Outcome 1: Children feel safe, secure, and supported (AGDE,2022).
		- Outcome 3: Children take increasing responsibility for their wellbeing (AGDE,2022).
		- Outcome 4: Children are confident and involved learners (AGDE,2022).
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| **PEDAGOGICAL SKILLS AND KNOWLEDGE***Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* |
| **Play-based Pedagogies** | **Teaching Strategies** | **EYLF Educator Evidence** | **Child Development** |
| * Supportive play-based interactions where adult scaffolding meets the child’s immediate learning needs.
* Opportunities for self-directed task exploration with educator responsiveness.
 | * Verbal encouragement to support persistence.
* Intentional questioning (“Would you like help turning it around?”) to scaffold problem-solving.
* Observational listening and emotional attunement.
 | * Recognised frustration as a learning opportunity.
* Offered timely, respectful support.
* Promoted autonomy while remaining emotionally responsive.
 | * Recognised as a critical stage for developing self-regulation and confidence through guided risk-taking.
* Support for developing task persistence and reflective learning habits.
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| **PLANNING** |
| **Objective for future holistic learning and development** |
| To continue building Child J’s emotional regulation and confidence through problem-solving tasks that include manageable challenges and adult support. |
| **Learning Experience** |
| **Learning experience name** |  “Puzzle Power!” |
| **Experience rationale** | By offering small group puzzle and problem-solving opportunities, educators can extend persistence and resilience in self-directed learning while fostering peer support and language. |
| **Development and learning goal:** | * Supporting positive risk-taking and perseverance.
* Promoting the language of emotions and help-seeking.
* Strengthening fine motor skills through manipulation of materials.
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| **Experience outline:** | * Offering various puzzles of 4-6 pieces and rotating weekly. Educators observe and offer gentle prompts or strategies when a child feels difficulty. Modelling positive self-talk and celebrating progress.
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| **A list of materials required with photo(s):** | * A range of wooden puzzles like animal, transport, and shapes.
* Small emotion cue cards like happy, frustrated and proud
* Visual poster: “What to do when I get stuck” with steps like take a breath, try again, ask for help.
 |
| **EYLF child evidence links** | * Outcome 1.3: Children develop knowledgeable and confident self-identities (AGDE,2022).
* Outcome 3.1: Children become strong in their emotional wellbeing (AGDE,2022).
* Outcome 4.2: Children develop a range of skills and processes such as problem-solving and inquiry (AGDE,2022).
 |
| **Implementation plan** | **Introduction** | Starting communication by talking to the group about what we can do when we have tricky games. Showing visual aids and encouraging responses. |
| **Body** | Providing a variety of puzzles for child choice. Sitting near the children to offer encouragement and name emotions like “It’s okay to feel stuck, let’s try to turn the piece.”. |
| **Conclusion** | Reflecting as a group on how children felt when solving puzzles and Celebrating perseverance and effort. |
| **Engagement questions** | * + “What did you do when your puzzle didn’t fit?”
	+ “How did it feel when you finished it?”
	+ “What could we try next time?”
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| **ACTING and DOING** |
| **Play pedagogies** | Child-directed exploratory learning with adult scaffolding to develop emotional and cognitive strength. |
| **Teaching strategies** | Using Verbal prompts, modelling resilience and co-regulation of emotional states. |
| **EYLF links** | Outcome 1: Children have strong sense of identity (AGDE,2022).Outcome 3: Children have strong sense of wellbeing (AGDE,2022).Outcome 4: Children are confident and involved learners (AGDE,2022). |
| **Child development** | Development of emotional literacy, task persistence, and confidence through supported problem-solving. |
| **Documentation and/or digital evidence of implementation, acting and doing** |  |
| **REFLECTING and REVIEWING** |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** |
| * How did the children respond?

Child J responded positively to support and successfully re-engaged with the task and celebrated her achievement and shared it with others.* Did they achieve the learning objective?

Yes, the child used strategies to manage frustration and experienced success through scaffolded problem-solving.* Were there any unexpected outcomes?

The child’s motivation increased after social recognition, showing the importance of peer interaction in building confidence.* What was your role?

Observer and gentle guide by responding to frustration with calm reassurance and using language to prompt persistence.* Would you do anything differently?

Next time, I would like to introduce a “feelings choice board” so the child can point to how they feel if expressing through word is challenging.* Where to next?

Introducing peer-supported puzzle activities to build confidence in social learning contexts, followed by emotion-matching games. |

 References

AGDE. (2022). Belonging, being and becoming: The early years learning framework for australia (V2.0). In *ACECQA*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Borgström, K., Torkildsen, J. von K., Sahlén, B., & Lindgren, M. (2019). Brain Measures of Toddlers’ Shape Recognition Predict Language and Cognitive Skills at 6–7 Years. *Frontiers in Psychology*, *10*. <https://doi.org/10.3389/fpsyg.2019.01945>

Malik, F., & Marwaha, R. (2022, September 18). *Developmental Stages of Social Emotional Development in Children*. National Library of Medicine; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK534819/>

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