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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | Child B, aged 22 months was observed during morning indoor free play in the Seahorse Room. The educator had set out a range of fine motor provocations, including a posting box with large wooden coins and circular slots, along with soft stacking blocks and tongs. |
| **DOCUMENTATION** |
| Jottings:* 9:25 am – Child B sits on the floor and picks up the posting box.
* 9:26 am – She grabs a large wooden coin with her right hand and tries to insert it into a slot, turning it slightly.
* 9:27 am – After a second attempt, she successfully posts the coin. She smiles and says “in!”
* 9:28 am – Posts two more coins with increasing speed and excitement.
* 9:29 am – Notices one coin stuck sideways. She tries to push it in, pauses, then removes and reinserts it correctly.
* 9:30 am – Brings the empty posting box to the educator and says, “More?” The educator responds, “You used them all – would you like to try again?” Child B nods.
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| **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** |
| * Fine Motor: Coordination and precision in grasping and inserting coins (Berger, 2021).
* Cognitive development through spatial reasoning and problem-solving when adjusting angle of coins (McLeod, 2025).
* Language development by single-word verbal expression like, “in,” “more”and so on (National Institute on Deafness and Other Communication Disorders, 2022).
* Social and Emotional development through demonstrated persistence and satisfaction in task completion (Committee for Children, 2017).
 | * Engages in simple problem-solving tasks (e.g., object manipulation).
* Uses two or more meaningful words independently.
* Demonstrates increased concentration during self-chosen tasks till age 15–24 months.
 | * Persistent: Returned to difficult task until success.
* Confident: Brought box to educator and initiated communication.
* Engaged: Sustained attention throughout entire activity.
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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 B displayed focused attention, fine motor strength, and emerging spatial awareness. Her engagement with the posting box shows schema-based learning and supports independence. | * Physical Development
* Early Mathematical Concepts like shape, space and so on.
* Language and Communication
* Inquiry and Problem Solving
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| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| * Montessori Method: Hands-on, self-directed materials support concentration and independence (Ruhl, 2024).
* Piaget’s Schema Theory: Posting represents a transporting and enclosing schema – part of toddlers’ early cognitive development (McLeod, 2025).
 | * Principles: High expectations and equity (AGDE,2022).
* Practices: Learning through play; Responsiveness to children (AGDE,2022).
* Outcomes:
* Outcome 1.2: Children develop emerging autonomy and confidence (AGDE,2022).
* Outcome 3.2: Children take increasing responsibility for their wellbeing (AGDE,2022).
* Outcome 4.2: Children develop a range of skills such as inquiry and problem-solving (AGDE,2022).
 |
| **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** |
| * Provision of open-ended materials that allow for repetition and mastery.
* Respecting the child’s pace and focus without interruption.
 | * Observation without intrusion.
* Offering simple language to reinforce child’s communication.
* Responsive questioning to extend the experience.
 | * Created a prepared environment that fostered agency.
* Supported verbal and non-verbal communication.
* Acknowledged effort and success.
 | * Strengthened neural pathways for attention, hand-eye coordination, and cause-effect relationships.
* Encouraged risk-taking in problem-solving and confidence in task initiation.
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| **PLANNING** |
| **Objective for future holistic learning and development** |
| To extend Child B’s fine motor and spatial awareness skills through repeated use of engaging manipulative that challenge her problem-solving and verbal expression. |
| **Learning Experience** |
| **Learning experience name** | “Push, Post, and Talk!” |
| **Experience rationale** | Designed to extend Child B’s fine motor dexterity, increase language development, and support schema-based exploration using self-chosen materials. |
| **Development and learning goal:** | * Enhance precision in grasping, rotating, and inserting objects.
* Encourage expressive language linked to action like, “in,” “stuck,” and “more.”
* Reinforce problem-solving persistence.
 |
| **Experience outline:** | Provide a rotation of posting and stacking resources with different shapes, textures, and angles. Use intentional language and questioning to scaffold verbal skills and cognitive flexibility. |
| **A list of materials required with photo(s):** | * Wooden posting boxes with circular and square slots.
* Stacking blocks and cups
* Threading rings and tubes
* Visual cues for “in,” “on,” “more,” “done”
 |
| **EYLF child evidence links** | * Outcome 1.2: Autonomy and confidence (AGDE,2022).
* Outcome 3.2: Coordination and wellbeing (AGDE,2022).
* Outcome 4.2: Skills and strategies for learning (AGDE,2022).
* Outcome 5.2: Use of communication patterns and signs (AGDE,2022).
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| **Implementation plan** | **Introduction** | Invite Child B to choose a box or shape and use simple language to describe the experience. |
| **Body** | Observing her problem-solving strategies and offering support as needed: “That one’s tricky, what could you try now?” Modelling words like “stuck,” “in,” or “again.” |
| **Conclusion** | Acknowledge her effort: “You used all the coins! You worked so hard!” Provide opportunities to show or tell others what she did. |
| **Engagement questions** | * “Where will you put this one?”
* “What does it do when it goes in?”
* “Would you like to do it again?”
 |
| **ACTING and DOING** |
| **Play pedagogies** | * Self-directed mastery play that supports persistence and problem-solving.
* Schema-based exploration like enclosing and transporting.
 |
| **Teaching strategies** | * Active listening
* Supportive modelling of vocabulary
* Responsive facilitation
 |
| **EYLF links** | * Outcome 1: Children have strong sense of identity (AGDE,2022).
* Outcome 3: Children have strong sense of well being (AGDE,2022).
* Outcome 4: Children are confident and involved learners (AGDE,2022).
* Outcome 5: Children are effective communicators (AGDE,2022).
 |
| **Child development** | * Reinforces fine motor control and perseverance.
* Builds symbolic and expressive language connections.
 |
| **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 child respond?

Child B was highly focused and independently motivated throughout the activity.* Did they achieve the learning objective?

Yes, she showed consistent engagement and increased efficiency with the posting materials, while also using new words.* Were there any unexpected outcomes?

Child B started problem-solving with orientation and corrected herself without frustration, showing emerging persistence.* What was your role?

I was a supportive observer, encouraging without disrupting concentration and used timely language to reinforce learning.* Would you do anything differently?

Yes, I would offer new slot orientations or different-sized items to increase challenge next time.* Where to next?

I would Introduce more complex fine motor experiences such as threading, stacking towers, or shape sorters with labelled compartments next. |

 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>

Berger, S. (2021, October 19). *32 Fine Motor Activities: Our Therapists Ultimate List - NAPA Center*. NAPA. <https://napacenter.org/fine-motor-activities/>

Committee for Children. (2017). *Committee for Children | Social-Emotional Learning Programs*. Committee for Children; Committee for Children. <https://www.cfchildren.org/>

McLeod, S. (2025, June 4). *Piaget Cognitive Stages of Development*. Simply Psychology. <https://www.simplypsychology.org/piaget.html>

National Institute on Deafness and Other Communication Disorders. (2022). *Speech and language developmental milestones*. NIDCD. <https://www.nidcd.nih.gov/health/speech-and-language>

Ruhl, C. (2024, February 2). *Montessori method of education*. Simply Psychology. <https://www.simplypsychology.org/montessori-method-of-education.html>