Jottings

Child's Name: Matilda Jones
Date of Jot 1: 29/08/2016

Age: 2 years
Date of Jot 2: 31/08/2016

Focus Area: Social
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 ☐

[Jottings In Child Care](#)

Karen Kearns

Jottings In Child Care:

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 **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 Public Health News ,1917 *The Heath Handbook of Composition* Langdon Elsbree,Nell Altizer,Paul V. Kelly,1981 *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 *The Survey* ,1913 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 **State of**

Empowerment Carolyn Barnes,2020-02-21 On weekday afternoons dismissal bells signal not just the end of the school day but also the beginning of another important activity the federally funded after school programs that offer tutoring homework help and basic supervision to millions of American children Nearly one in four low income families enroll a child in an after school program Beyond sharpening students math and reading skills these programs also have a profound impact on parents In a surprising turn especially given the long history of social policies that leave recipients feeling policed distrusted and alienated government funded after school programs have quietly become powerful forces for political and civic engagement by shifting power away from bureaucrats and putting it back into the hands of parents In State of Empowerment Carolyn Barnes uses ethnographic accounts of three organizations to reveal how interacting with government funded after school programs can enhance the civic and political lives of low income citizens **The Family Book of Child Care** Niles Newton,1957 *Child Development Guides for Teachers of Three, Four and Five-year-old Children* University of the State of New York. Bureau of Child Development and Parent Education,1955 **Church-going, Going, Gone!** Michael Horan,2015-05-11 In Church going Going Gone Michael Horan argues that although the Christian church in Britain may be in terminal decline that is not to be equated with a national decline in spiritual values Most if not all people have some level of awareness of what he calls the Other than oneself even though they have rejected or never accepted the church s now outdated teaching Church going Going Gone is concerned less with teaching than with learning The book provides atheists agnostics and believers in exile as well as those who have given little thought to belief with a framework for collaborating as learners working toward equality peace and reconciliation and dedicated to unselfish and imaginative social action A new movement of the human spirit is beginning **The National Teacher** ,1871 **Children in Italian and English Design** Sidney Colvin,1872 **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 **Current Index to Journals in Education** ,1978-03 **Health** ,1884 *Charities and the Commons* ,1908 **Child Development and Child Psychiatry** American Psychiatric Association,1960 **Fur Trade Review Weekly** ,1896 **The Public Health Journal** ,1917

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