

Emaline's

Developmental

Profile



Background Information: *Emaline*

Name: *Emaline* **DOB:** *10/0x/xx* **Age:** *2. years 6 months*

Attendance Pattern: *5 days per week (8am – 4:30pm)*

Family/Cultural Background

Emaline lives with her mother Lia, her father Tom and her older brother, Matius, 5.6 years. Both parents work full-time. Mother is a school teacher and father is an engineer.

Mother is Javanese-Australian and speaks Javanese, Bahasa Indonesian and English. Mother completed her high school education in Australia and has relatives in both Java and Australia. The family has been back to Java once since Emaline's birth. Emaline's Javanese grandparents have visited on two occasions. Mother has taught her son to speak Javanese and would like Emaline to also learn Javanese.

Father is an Indigenous Australian and has a large extended family in the local area. Father is keen to teach Emaline about her Indigenous heritage. Father spends a lot of time with the children playing outdoor ball games – he is proud of Emaline's ball skills – she can kick a ball from a standing or running position.

General

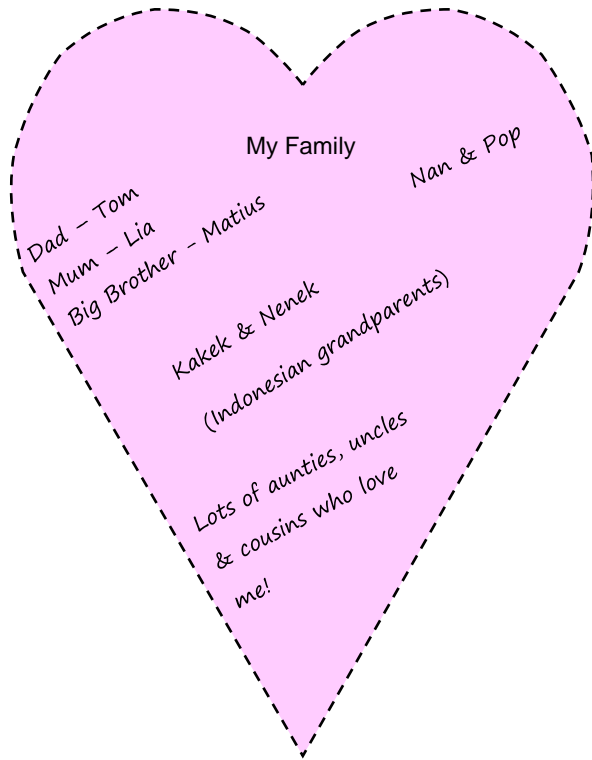
Emaline has been attending the centre since she was 14 months old. She demonstrates no separation anxiety and is very affectionate towards the educators. She usually arrives at the centre with a big smile and a hug for the educators.

Emaline likes to do things for herself – dress/undress self, wash hands, feed self, take off and put on shoes etc. Emaline usually sleeps for around 2 hours in the afternoon. Sometimes Emaline accepts adult help and sometimes she does not. Emaline is beginning to show interest in toilet training – her parents are happy to wait until she is ready. Emaline will often ask for more when eating lunch/morning tea. She is adventurous with her food and will try anything new. Her favourite food at the moment is fruit. Emaline can name banana, apple, orange, pineapple.

Parent Information Sheet: Emaline

Dear Parent

So that we can get to know your child better could you please share some information with us.

Child's Name: *Emaline*Date of Birth: *XX/XX/XX***My Favourite Things**

- Dads mobile phone!
- My dog Kevin
- Food – especially fruit!
- Ice cream!
- Going to Nan & Pops
- Going to the beach & swimming with daddy
- Playing football with daddy & Matius
- Making cupcakes with mummy

Things I'm learning to Do

- Brush my teeth
- Dress my self
- Help to feed Kevin
- Swim
- Eat with a spoon and fork
- Butter my own bread
- Counting

As you suggested we created a family photo book with all sorts of things in it - family, Kevin, toys, places- we have to read it EVERY night!

Things I do with my family

- Weed the garden with Pop
- Take Kevin for a walk
- Reading

Child Information Sheet: Emaline

Information Sheet completed with Educators, Families, and by observing the child and their routines

Child's First Name: *Emaline* **Age:** *2 years 6 months*

Length of time the child has attended the service: *1 year 2 months*

Attendance Pattern

Monday	Tuesday	Wednesday	Thursday	Friday
✓	✓	✓	✓	✓

Routines

Meals

E.g. Bottles only, pureed food, solids

- *Good Eater- loves fruit*
- *Learning to eat with spoon and fork*

Comforters

E.g., dummy, toy, blanket

- *No comforters, just cuddles when upset*

Settling Routine

E.g. How they settle on arrival – cuddle, wave

- *Settles well- No separation anxiety and is very affectionate towards the educators.*

Usual Sleep Times

- *1hr afternoon sleep*

Usual Sleep Routine

E.g. comforters, patted, control crying

- *No comforters required*

Toileting

E.g. nappies, toilet training

- *In nappies for rest time*
- *Toilet training*

Child Interests: observe, ask staff, ask parents

- *Outdoor Play*
- *Ball games/skills*
- *Dolls*
- *Role Play*
- *Phones*

Child Family Background (e.g. family structure, culture)

- *Javanese-Australian Mother speaks English, Bahasa Indonesian & Javanese. Would like Emaline to also learn Javanese like her brother.*
- *Father is an Indigenous Australian wants to teach Emaline about Indigenous heritage.*
- *Family: Mum, dad & brother Matius.*

LEARNING STORY: Emaline Explores and Discovers



Toddler Explorer...

12/X/XX

Emaline explored the glue stick! She spent quite a bit of time watching intently as the educator wound the glue stick up and down. Eyes wide she pointed to the glue stick and said, 'Gone!' She then watched as the educator wound the glue stick up and down again.

Next Emaline took the glue stick from the educator and looked at it carefully. She approached this task slowly. The educator showed Emaline how to apply the glue and then add the coloured sticks. Emaline methodically picked up each stick individually and placed it on her paper. She repeatedly examined the glue stick - looking at the base and the top - and smiled.

Throughout this experience she displayed a sense of curiosity and wonder as she maintained a serious expression and concentrated on the task at hand. Emaline she pushed her paper towards the educator and moved away.

Interpretation:

It was interesting to watch how Emaline investigated the glue stick. She was obviously intrigued by this and interested in how it works. Emaline was really engaged. This experience was about the workings of the glue stick not so much the pasting. As the technology was role modelled Emaline showed interest by watching, communicating, and taking a turn for herself. Emaline was responding to action of the educator and showed a willingness to explore independently. She appeared delighted at the discovery initiating interactions with the educator and accepting a new challenge making a choice to have a go herself. At this age developmentally she has many strategies for manipulating and exploring objects including grasping and twisting. Emaline was involved and experimented for herself manipulating the glue stick displaying a sense of curiosity.

What's next for Emaline?

Revisit the glue sticks as Emaline took pleasure in today's discovery and exploration. So as to further extend

and assess her interest and curiosity , setup a small interest space or discovery basket alongside the gluing with props that require twisting action and /or cause and effect e.g. include props such as kaleidoscopes, jars with screw top lids, large nuts and bolts, jack in the box, winding music box, turning gears.

Extend on her language by talking to Emaline about what she is doing and asking open-ended questions to encourage discussion. This can occur in related tasks and during her play in other areas.

Link to EYLF

- LO1: Children have a strong sense of identity – Children feel safe secure and supported (respond to ideas and suggestions from others; confidently explore and engage with social and physical environments through relationships and play)
- LO3: Children have a strong sense of wellbeing – Children become strong in their social and emotional wellbeing. (seek out and accept new challenges, make new discoveries, and celebrate their own efforts)
- LO4: Children are confident and involved learners – Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating (manipulate objects and experiment with cause and effect, trial and error, and motion.)

By Andrew

Individual Child Experience Plan		
Name of Child: <i>Emaline</i>	Age: <i>2 years 6 months</i>	Date: <i>14/X/XX</i>
Goal: <i>(how will this experience support the child's development/learning? What do you want to the child to achieve?)</i> <i>For Emaline to experiment and make new discoveries</i> <i>To extend Emaline's language</i>		EYLF Outcome/s: <i>Tick one relevant outcome</i> <input type="checkbox"/> LO1: Children have a strong sense of identity <input type="checkbox"/> LO2: Children are connected with and contribute to their world <input type="checkbox"/> LO3: Children have a strong sense of wellbeing <input checked="" type="checkbox"/> LO4: Children are confident and involved learners <input type="checkbox"/> LO5: Children are effective communicators
Performance Indicator/s: <i>(What will you see and hear to demonstrate achievement of the goal?)</i> <i>Emaline will hold and explore objects</i> <i>Emaline will maneuver objects</i> <i>Emaline will use language to verbalise thoughts with educator</i>		
Rationale: <i>Emaline displayed a sense of curiosity when observing the workings of a glue stick before having a go herself. She appears to be developing an understanding of the function of objects and a willingness to try new things. She is able to manipulate objects and practice new skills exploring independently. Emaline is using her language more often and opportunities to practice will extend her language further</i>		
Resources:		Transition Strategy:
<i>(List the resources and materials you will use for the experience)</i> <ul style="list-style-type: none"> <i>Glue stick paper and some collage materials</i> <i>Small area/table (alongside the glue stick exp) with a cloth/mat</i> <i>A basket of objects and props that require twisting action and /or cause and effect e.g. include props such as kaleidoscopes, jars with screw top lids, large nuts and bolts, jack in the box, winding music box, turning gears.</i> 		<i>(How will you gather children to the experience? How will you smoothly transition the children to the next experience/routine at the conclusion?)</i> <ul style="list-style-type: none"> <i>Show Emaline the glue stick to revisit previous exploration. Talk with her about previous time she had used the glue stick to familiarise and to use as an introduction to the new objects in the discovery box.</i> <i>At the table introduce the discovery basket showing objects.</i> <i>At conclusion of experience ask Emaline to return the props to the basket.</i>

Description of Experience/Procedure:	Pedagogical Practice (teacher strategies)
<p><i>(List/describe how you intend to implement the experience with the children from beginning (set up) to end. What will the children be required to do?)</i></p> <ul style="list-style-type: none"> • Following the transition sit with Emaline at the experience. • Have Emaline hold and use the glue stick; • Introduce the discovery basket alongside and take out one/ some props to demonstrate how they work; • Allow time for Emaline to explore independently. 	<p><i>(What role will you play in the experience? How will you facilitate children's engagement, learning and development? E.g. initiating, modeling, prompting, coaching, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating, one to one interactions.)</i></p> <ul style="list-style-type: none"> • Encourage Emaline to the experience; • Discuss glue stick revisiting previous experience; • Give the glue stick to Emaline and observe how she uses it (does she draw on previous knowledge to rediscover?) • If necessary support her to use the glue stick with the collage; speak about what's happening and using key vocabulary 'up', 'down'; • Gauge interest and introduce the discovery basket when appropriate taking out a prop to show and demonstrate; have Emaline hold the objects and talk about what she is doing along the way; Modelling the use of descriptive words, and extending on her speech as well as initiating interactions amongst the children. • Initiate conversation and respond to any verbal language by reinforcing, questioning, role modeling responses: 'how does this work?' ; 'let's see what happens when...' .
<p>Evaluation of Experience: <i>(How did the experience meet the goal and outcomes? Was it appropriate or not, did it go well or not so well and why? How did the child respond? What did the child gain from the experience? How successful was the implementation of the experience – including set up, resources, environment, timing, transitions etc.?)</i></p> <p>Emaline was really involved in this experience. She is learning about other objects and functionality and confidently goes about this exploration for herself. She manipulated took apart, assembled. I feel positive that this was an appropriate follow-up for her and she made meaningful connections in play as she enthusiastically explored, manipulated and conversed along the way. Emaline was eager to take the glue stick I showed her when transitioning her to the table. I felt that she remembered her previous experience with this as she smiled and took the glue stick quickly. It was necessary to walk to the table and sit down as this encouraged Emaline to join the experience at the table herself. She demonstrated familiarity as she took the glue stick removing the lid and recalled what to do immediately. She was comfortable exploring, twisting the bottom and she did this well. As she twisted it completely out... 'big!' she said. I demonstrated how to turn it back and she followed this, and began putting it to paper. Emaline openly communicated when prompted 'feels sticky' I said to her; 'Emaline then copied touching the glue stick lightly with her index finger and said "ticky" Emaline picked up the glue stick and repeated spreading the glue onto part of the paper, before putting it down recalling its function. She didn't appear interested in the materials for collage as she was more focused on the glue stick. I felt it</p>	

was a good time to show her the props in the discovery basket as to develop interest. She was enthusiastic as she jumped up and moved closer to the basket. She displayed a sense of willingness as she didn't hesitate to choose from the basket...first the nut and bolt holding and twisting showing that she knew how this worked or was applying previous knowledge to a new situation. She looked at each object exploring independently and particularly showing delight at the music box turning to handle. She did appear confused however when she stopped to clap and the music stopped...problem solving she handed me the music box saying 'your turn?' when I turned the key and started the music she responded showing delight and joining the melody by clapping

Emaline acted as anticipated as she explored the glue and also followed the cues from the educator. Emaline spoke in single words and repeated statements from the educator. She showed interest in exploration in different props and was particularly responsive to the music!

Future Planning: (What next...how will you extend, revisit or build upon this experience, future teacher strategies, further develop goals? Will you vary the experience or work on a new skill/interest? How will you extend/encourage/challenge children's ideas/experiences/interests/skills/development/abilities? What provisions/provocations can you set up to further the child's learning and development?)

Revisit the discovery basket; Use the music box again with Emaline alongside another peer. Ensure glue sticks remain available in the creation station so Emaline may continue her exploration.

Reflection on your Role: (Reflect on and evaluate your teaching performance – strategies, learning, development and management. Think about your interactions with the child; how you supported the child; how you managed the experience; what you did well; what you could work on for your own professional development; anything you might change; any unexpected outcomes/problems etc. Also think about tone of voice, supervision, awareness of safety issues etc.)

Overall I felt really positive about the experience and felt that the choice of props was appropriate and responded to her previous exploration with the glue stick. The experience was also helpful in facilitating skills and activity appropriate for her stage in development ie twisting, grasping larger items etc. Encouraging her to the experience was tricky initially as I was mindful to allow her to finish her play in the home corner as not to disengage her play there. When I noticed she was transitioning from the home corner I showed her the glue stick and said 'look remember we were using this together the other day'. This worked and allowed for a smooth transition. I was responsive to Emaline throughout the experience which engaged her attention and supported her discoveries, notably the music box. I allowed her time to explore and was rather hesitant to interrupt, but wanted to support, I imagine that this will come with experience and time. I will practice and reflect on my varying roles in play, but for now i will continue to observe and assess when best to facilitate or not?!

LANGUAGE SAMPLE: What Did Emaline See & Say?

Date: 20/X/XX

Child's Name: Emaline

Age: 2 years 6 months

Observed By: Erin

Location	Time/s	Language Observed	Interpretation
Indoors Small Group Story Time	10am- 10:20am	<p>Educator: "I can see a dog, what can you see Emaline?"</p> <p>Emaline: "Woof, woof."</p> <p>Educator: "Woof, woof, says the dog."</p> <p>Educator: "Can you see the fish Emaline?" Emaline looks, but doesn't point to the fish. The Educator points to the fish: "Here's the fish." Emaline points and says "fish."</p> <p>Educator: "What can you see on this page Emaline?" Emaline points to a bear.</p> <p>Educator: "Oh you can see a bear. How many bears can you see?"</p> <p>Emaline: "Dat, dat, dat!" (Emaline points to each of the 3 bears).</p> <p>Emaline kept returning to a picture of an ice cream. "Icecream!"</p> <p>Educator: "Do you love ice cream Emaline?" Emaline smiles and nods. She then picks up the book and licks the ice cream picture.</p>	<ul style="list-style-type: none"> Emaline can match picture to the sound of a dog Emaline is learning what a fish looks like. She can clearly repeat the word fish. Emaline understands how one to one correspondence counting works- demonstrating by pointing/saying "dat" to each picture "Icecream" "dat" Emaline's articulation of some sounds in words is still developing



Future Goals, Experiences and Resources:

EYLF LO5: Children are effective communicators Children interact verbally and non- verbally with others for a range of purposes: interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings

Continue to pursue Emaline's interest in books to develop her verbal language- through role modelling articulation, new words and object labelling. Choose books related to her interests such as pets, sea creatures and foods.



Emaline's Physical Developmental Checklist

Age: 2.years 6 months

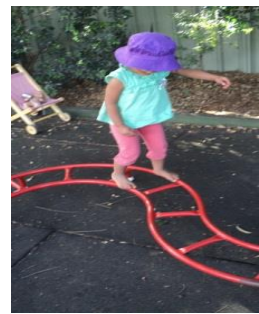
Date: 16/X/XX

Observed By: Erin

CHECKLIST KEY: ☒ Achieving ☒ Attempting ☐ Not Observed/Ready

PHYSICAL SKILLS

- ☒ Can turn pages of book
- ☒ Able to manipulate play dough
- ☒ Able to thread large beads
- ☐ Able to place pegs in pegboard
- ☒ Able to use art/craft utensils e.g. paintbrush
- ☒ Able to scribble with pencils
- ☐ Moves to music & plays simple instruments
- ☒ Can throw a ball
- ☒ Can kick a ball
- ☐ Can run
- ☒ Can walk along wide balance boards/obstacle equipment
- ☒ Can jump up and down



Interpretation: *Emaline's physical abilities are age appropriate and developing well. She eagerly participates in the outdoor program and is always willing to 'have a go' in relation to physical activity including dance, climbing, fundamental movement skills and manipulating objects. If unsure she will seek assistance.*

LO3 : Children Have A Strong Sense Of Wellbeing: Children take increasing responsibility for their own health and physical wellbeing: demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely

Future Goal:




For Emaline to....

Experiences & Resources:

Emaline will be provided with....

This section will be completed by the student in
Simulated Workplace Task 001, Activity 1.

RUNNING RECORD: Washing the Dolls Together

Date: 7/X/XX	Times & Observations 9:15am Educator: "Would you like to help to bath the dolls Emaline? I think they like having a bath." Emaline nods and looks closely at the dolls. Educator: "Which dolly would you like to wash Emaline?" Emaline points to the Asian doll and says "Dis" Educator: "You want this dolly. She's got dark hair just like Emaline." Emaline nods and smiles at the educator. She gives her a cuddle and looks at the various items available: clothes, bath, washer, baby carrier.
Location: Drama Area	
Childs Name: Emaline	
Age: 2 years 6 months	
Other Children: Layla (25 months), Mia (28 months)	
  	9:20am Educator: "Here's a washer. Can you wash the dolly?" Emaline places the doll on her lap and begins to wipe the doll with the washer. Educator: "Good work Emaline. You're being very gentle with your dolly." Emaline nods, smiles and says, "Me wash dolly." Emaline remains washing the dolls for around 5 minutes. 9:25am When Layla and Mia join the experience, Emaline continues to wash her doll occasionally stopping to watch the other children. She makes no attempt to interact with others. There are enough washers for each child. Emaline concentrates on the task of washing the doll. 9:30am Emaline looks to the educator for support and reassurance but only speaks when asked a direct question by the educator. Educator: "Your doll looks so clean Emaline. Would you like to dress your baby before she gets cold?" Emaline nods, carefully chooses the outfit she likes and says "Dis" holding the clothes outwards the educator. Educator: "What can I do to help Emaline?" Emaline: "Dess dolly" She dresses her dolly with the help of the educator. 10am With the dressing complete Emaline decides to move on to another activity.

	<i>Observed by Andrew</i>
	EYLF Outcome: <input type="checkbox"/> LO1: Children have a strong sense of identity <input type="checkbox"/> LO2: Children are connected with and contribute to their world <input type="checkbox"/> LO3: Children have a strong sense of wellbeing <input type="checkbox"/> LO4: Children are confident and involved learners <input type="checkbox"/> LO5: Children are effective communicators
	Interpretation: Future Goal: Experience & Resources: <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #f0f0f0;"> <p>This section will be completed by the student in Simulated Workplace Task 001, Activity 2.</p> </div>

ANECDOTAL RECORD: Cooking Fun

Emaline (2 years 6 months) 5/x/xx At the Morning Indoor Free Play Time

Emaline is engaged in solitary play. She placed pretend food into a saucepan and stirred the contents with a wooden spoon. Emaline examined the various items on the table, picking them up and looking at each one, and then placing it back on the table. Occasionally Emaline nods her head and smiles but does not speak.

Other children are engaged in the role play area but Emaline plays independently. She busily cooked and explored the items on the table.

The Educator entered the role play area to assist with pack away time:

Educator: "You've found a cow Emaline. Can you put the cow in the basket with the other animals over on that table?"

Emaline nods and runs over and places the cow in the animal basket.

Educator: "Well done Emaline. Good remembering!"

Educator: "Can you put the bowl on the shelf behind you? Oh, good work, you're so clever!"

Emaline smiles at the educator.

Educator: "You are a great helper Emaline."

Educator: "Let's give this bowl to Amy to put on the shelf. You can have this cup to put away Emaline."

Emaline: "Dis?"

Emaline looks to educator for direction.

Educator: "That's right Emaline. The teapot goes up there. I think we've put all the things on the shelf. Thank you for helping."

Observed by Andrew

Interpretation:

EYLF Outcome:

☐ LO1 ☐ LO2 ☐ LO3 ☐ LO4 ☐ LO5

Future Goal:

Future Experience and Resources:

This section will be completed by the student in Simulated Workplace Task 001, Activity 3.



JOTTINGS: Clever Climber



Jotting 1: 18/X/XX

Educator: "Emaline, can I hold the phone for you while you're climbing?"

Emaline: "No, my phone."

Educator: "I could hold it for you until you've finished climbing."

Emaline: "No, me do it."

Jotting 2: 18/X/X

Emaline did not let go of the telephone until morning tea when I persuaded her that I would mind it for her and give it back when she was finished eating.

Jotting 3: 19/X/XX

The next day Emaline's father laughed when I told him about the phone – he said Emaline is always trying to get her hands on his phone at home.

Link to EYLF Outcome:

☐ LO1 ☐ LO2 ☐ LO3 ☐ LO4 ☐ LO5

Interpretation: Learning, Skills & Abilities?

Where to now? Future Goal?

Future Experience and Resources?

This section will be
completed by the student in
Simulated Workplace Task
001, Activity 4.

DEVELOPMENTAL SUMMARY		Page 1
Using point form, summarise the child's development. What you have learned about your focus child?		
Child's Name: <i>Emaline</i> D.O.B: <i>10/X/XX (2years 6 months)</i> Date: <i>X/X/XX</i> Attendance Pattern: <i>5 days (M/T/W/T/F)</i> Name of Educator: <i>Erin</i>		
Family Background: <ul style="list-style-type: none"> • 	Child's Interests: <ul style="list-style-type: none"> • 	
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Incomplete sections will be completed by the student in Simulated Workplace Task 002, Activity 1.</p> </div>		
Fine/Gross Motor Development: <ul style="list-style-type: none"> • 	Social/Emotional Development: <ul style="list-style-type: none"> • Initiates interactions with adults • Cooperates with educator to complete a task • Allows self to be comforted by a educator • Develops postive trusting relationship with educator • Sometimes rejects adult assistance • Models behaviour of educator • Allows adult to assist when having difficulty • Engages in solitary play, and parallel play • Knows/aware of names of other children • Responds to positive praise and encouragement • Able to play independently • Able to tolerate sharing educator with others • Persists at a challenging task • Displays and accepts affection 	
Language Development/Communication: <ul style="list-style-type: none"> • 	Cognitive Development: <ul style="list-style-type: none"> • Demonstrates problem-solving skills • Can stay on-task for several minutes • Can name simple objects and/or demonstrate understanding of use • Uses objects for pretend play • Able to make choices • Knows name of peers • Understands 'more' • Can sit and listen to age appropriate story • Demonstrates planned purposeful play • Shows beginning awareness of quantity • Carefully observes actions of others 	

DEVELOPMENTAL SUMMARY			Page 2
Reflection and Future Planning for <i>Emaline</i>			
EYLF Outcome/s LO1: Children have a strong sense of identity	Goal to support Learning Outcome: Support Emaline's emerging autonomy and independence	Future Experiences/Provisions Examples: <ul style="list-style-type: none"> • Encourage Emaline to use spoon and fork when eating lunch • Encourage the continued development of self-help skills such as hand washing, hand drying, assisting with dressing/undressing • Continue to encourage Emaline to participate in packing away or setting up experiences 	
EYLF Outcome/s LO2: Children are connected with and contribute to their world	Goal to support Learning Outcome: Encourage and support Emaline's social interactions with peers	Future Experiences/Provisions:	
EYLF Outcome/s LO3: Children have a strong sense of wellbeing	Goal to support Learning Outcome: Challenge Emaline's emerging physical skills and abilities	Future Experiences/Provisions:	
EYLF Outcome/s LO4: Children are confident and involved learners	Goal to support Learning Outcome: Develop Emaline's creativity and problem solving through her emerging interest in role play	Future Experiences/Provisions:	
EYLF Outcome/s LO5: Children are effective communicators	Goal to support Learning Outcome: Support Emaline's interest and developing emerging literacy skills	<div> <p>Incomplete sections will be completed by the student in Simulated Workplace Task 002, Activity 2.</p> </div>	