

# Kara

# Developmental

# Profile

Insert: Photo/s Optional

## All About Me

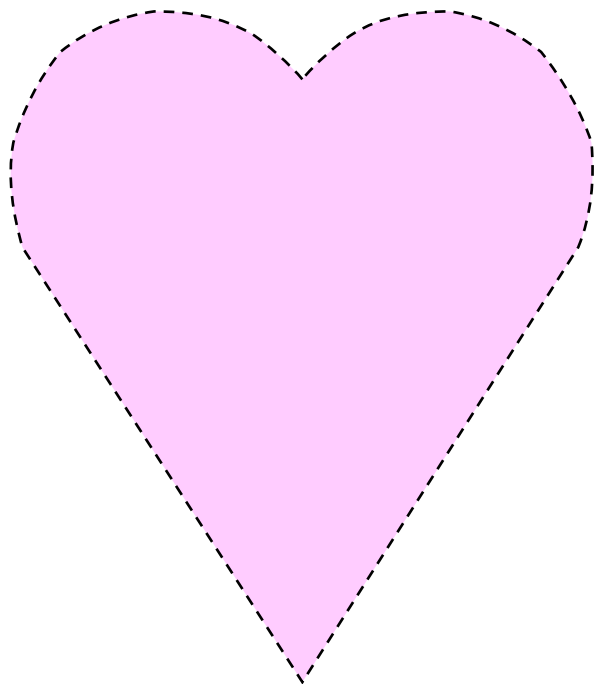
*Dear Parent*

*I am currently undertaking some workplace experience at your Children's Service. As part of my studies I am required to plan experiences to support children's development. So that I can get to know your child better could you please share some information with me by completing the information below about your child?*

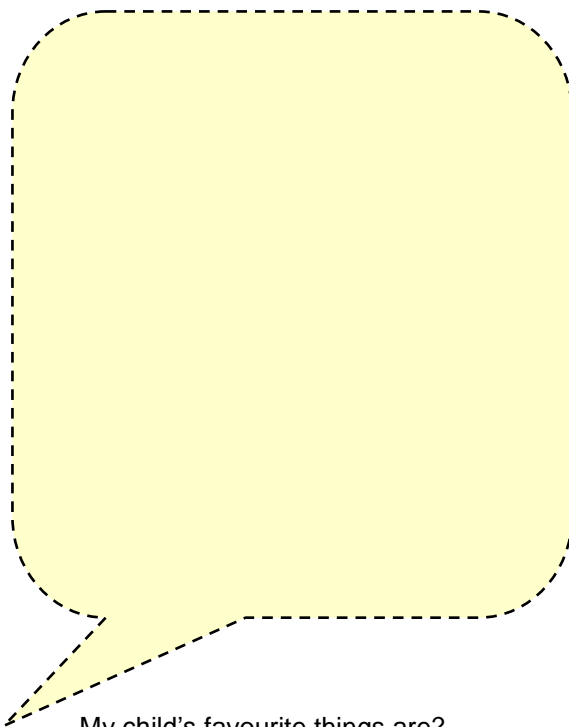
*Thank you*

**Child's First Name:**

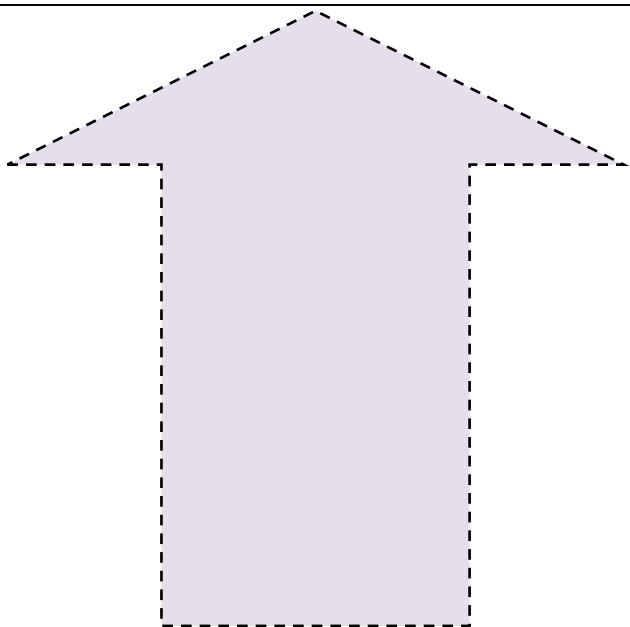
**Date of Birth:**



Who is in my family?



My child's favourite things are?



Things I'm learning to do

Things I do with family



## Child Information

Complete this Information Sheet with Educators, Families, Enrolment Form, and by observing the child and their routines

**Child's First Name:** Kara **Age:**                      years 18 months

**Length of time the child has been attending the service:**

### Attendance Pattern

Monday	Tuesday	Wednesday	Thursday	Friday
✓	✓	✓	✓	Not in care

### Routines

#### Separation Routine

How child separates on arrival –  
cuddle, wave etc

*Kara is a very happy girl and usually will settle with a cuddle. Kara can wave bye to Mum and Dad.*

#### Self-Help Skills

Dress/undress self  
Toilet self/wash/dry hands  
Manage spoon/fork  
Pour own drink

*Kara is able to take her shoes off when she feels like it. Kara still needs help toileting (nappy change) but can wash and dry her own hands.*

#### Usual Sleep Routine

Does child usually have afternoon  
sleep? Comforters?

*Kara will have one sleep after lunch, usually for 1 hour 30mins. Her comforter is her dummy.*

#### Self Expression

Ability to communicate needs/wants

*Can communicate non-verbally to let Educators know what she would like. Can say minimal words too.*

#### Play/Transitions

Ability to make appropriate play  
choices.  
Ability to manage transitions, follow  
directions

*Kara is very independent and will enjoy exploring different activities with her peers. Kara can smoothly run through transitions throughout the day.*

**Child Interests:** observe, ask child, ask staff, ask parents

*Kara thoroughly enjoys reading books and flipping the pages over. Kara also has fun engaging in her favourite songs 'Twinkle Twinkle' and 'Open Shut Them'. Kara also thoroughly enjoys outdoor play.*

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

*Both Kara's parents are Australian. Their routine at home is consistent for Kara with lots of playtime both indoors and outdoors, sleep at lunch. Two bottles (morning and afternoon) and lots of laughs with Trey.*

## Physical Developmental Checklist

Child's First Name: Kara

Age: 18 months

Date: XX.XX.XX

**Note:** This checklist is designed to provide you with a very general summary of basic skills that can be observed – **it is not intended that this checklist should replace written observations of the child**, but rather as a beginner learner of child development, to provide you with a basic awareness of **some** of the many skills you may (or may not) observe as you work with the child. You are only required to complete the Checklist section for your Focus Child's age.

**CHECKLIST KEY:**  Achieving  Attempting  Not Observed/Ready

 Checklist 0-18mths

 Checklist 18mths-3yrs

 Checklist 3-5yrs

- Can sit unaided
- Can crawl
- Can stand
- Can cruise furniture
- Can walk holding adult hands
- Can walk without adult support
- Can throw a ball
- Can shake rattle/toy
- Can stack 2 or more blocks
- Can bang items together
- Reaches for/moves to toys
- Can pick up small objects
- Can pick up large objects

Other:

- 
- 
- 

- 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 with some sense of direction
- Can kick a ball

 Can run

 Can walk along wide balance board

 Can jump up and down

 Can jump on trampoline

Other:

- 
- 
- 

- Kick moving/stationary ball
- Can throw/catch ball
- Can climb up/over obstacle equipment
- Can balance along beam
- Can jump on trampoline
- Good co-ordination & control
- Have \_\_\_\_\_ hand preference (right/left)
- Good hand-eye co-ordination
- Can thread small beads
- Can manipulate scissors to cut
- Holds and manipulates writing utensils to draw objects
- Can join small pieces of construction
- Drawing recognisable pictures
- Can write his/her name

Other:

- 
- 

**Link to EYLF Learning Outcomes:**
 LO1: Children have a strong sense of identity

 LO2: Children are connected with and contribute to their world

 LO3: Children have a strong sense of wellbeing

 LO4: Children are confident and involved learners

 LO5: Children are effective communicators

**Interpretation:**

*Kara is developing age appropriate trial and error skills whilst also enhancing her hand-eye coordination skills and cognitive development.*

**Future Goal:**

*Work on strengthening Kara's physical skills by playing with a ball outdoors. Let Kara copy me, by me first kicking a ball and running to get it and see how she reacts.*

**Experience and Resources:**

*Kara will be provided with a kicking ball to explore and manipulate outdoors.*

**Observed By:**

Supervisor Name:

Signature:

Date:

<b>Anecdotal Observation - Being Creative</b>		
<b>Child:</b> Kara	<b>Age:</b> 18 months	<b>Date:</b> XX.XX.XX
<b>Setting:</b> <i>Outdoors during morning outdoor play</i>		
<b>Observation:</b>  <i>Today Kara decided to sit on a large outdoor mat in the shade and read some stories. Kara grasped on to a large book using both of her hands and started flipping through the pages one by one. Rachael sat down next to Kara and praised her for her excellent reading. Rachael then continued to ask Kara "What can you see in the book Kara?" Kara then looked up to her Educator, Rachael, smiling and used her right hand to point to a picture she could see saying "dah" while pointing.</i>		Insert Photo/s Optional
<b>Interpretation:</b>  <i>Kara is thoroughly developing her hand eye coordination skills and her fine motor skills as she learns to turn the pages of the book. Kara is also engaging with her Educators in a nonverbal manner.</i>		
<b>Link to the EYLF Learning Outcome</b> <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 checked="" type="checkbox"/> LO5: Children are effective communicators
<b>Future Goal:</b>  <i>Sit down with Kara and explore a different book, for example animals. Encourage and further Kara's language skills and development by saying the names of the animals and the sounds to which they make.</i>		
<b>Future Experience and Resources:</b>  <i>Kara will be provided with a book that focuses on animals to further her language abilities.</i>		
<b>Observed By:</b>		
<b>Supervisor Name:</b>	<b>Signature:</b>	<b>Date:</b>

<b>Jottings - Cognitive Development (Thinking, Exploring &amp; Discovering)</b>		
<b>Child's First Name:</b> Kara	<b>Age:</b> 18 months	<b>Date:</b> XX.XX.XX
Insert: Photo/s Optional	Insert: Photo/s Optional	Insert: Photo/s optional
<b>Jotting 1      Date:</b> Kara enjoyed sitting on the bike and riding around. Kara then came to a complete STOP. Kara then looked up to Rachael and smiled cheekily	<b>Jotting 2      Date:</b> Rachael: Boo! Kara: Kara laughed and smiled at Rachael as she said "Boo" every time Kara used her feet to stop the bike in front of her Educator Rachael.	<b>Jotting 3      Date:</b> Kara did not want to get off the bike and enjoyed riding around the outdoor playground smiling around at her friends.
<b>Interpretation: Learning, Skills &amp; Abilities?</b> Kara is developing her Gross motor skills and her fine motor grasp as she holds on to the handles of the bike. Kara is using her legs showing strength to move the bike around the outdoor playground pushing it along while sitting. Kara is requires minimal to no assistance needed.		
<b>Link to EYLF</b> <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		
<b>Where to now? Future Goal?</b> Involve Kara in a 'bike riding adventure' with her friends which can allow Kara to work within a group activity. Also encourage Kara to use her feet on the pedals of the bike rather than the ground to further expand on her gross motor skills to strengthen her leg and lower body muscles.		
<b>Future Experience and Resources?</b> Kara will be provided with the same bike to explore outdoors. Rachael will praise and encourage the children as they accomplish the activity. This will allow the children to feel safe, secure and supported (EYLF) throughout their surroundings environments.		
<b>Observed By:</b>		
<b>Supervisor Name:</b>	<b>Signature:</b>	<b>Date:</b>

Language Sample			
Date: XX.XX.XX		Child's First Name: Kara	Age: 18 months
Location	Time/s	Language Observed	Interpretation
Outdoors	10:30am	Rachael sat down with Kara during outdoor play. Kara was sitting with the babies and was watching Rachael as she engaged with them. Rachael continued to play peek-a-boo with the babies and Kara, and when peeking out saying 'hello'. Kara responded by smiling and using her right hand to wave.	Kara is engaging socially with her Educators in a nonverbal manner Kara can positively understand that waving is linked to saying 'hello' and "goodbye".
<b>EYLF Goals:</b> <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 checked="" type="checkbox"/> LO5: Children are effective communicators			Insert: Photo/s Optional
<b>Future Goal:</b> Sit down with Kara and expand on her vocabulary by exploring some words and see if she can respond by trying to say them.			
<b>Experience and Resources:</b> Use books as props to point to different objects and sounds out the words. See if Kara engages in the language learning activity.			
<b>Observed By:</b>			
<b>Supervisor Name:</b>		<b>Signature:</b>	<b>Date:</b>

Being Social - Running Record			
Childs First Name:		Age:	Location:
Other Children Present:			
Times	Observations		
10:00am	<p>This morning after the children had enjoyed morning tea the children ventured outdoors to explore some water play as the weather was lovely and warm. Rachael and another Educator sat down with the children and filled up a bucket with water and filled it with different coloured balls.</p> <p>Rachael 10:00am: "Kara would you like to come and look at the water in the bucket?" (Dips her hand in and splashes slightly to engage Kara's interest)</p> <p>Kara 10:00am: Comes over to the bucket and dips her hands in. Kara starts splashing lots and water goes all over her. Kara smiles and giggles. Kara's friend Leo comes over to join Kara in the water play fun.</p>		
<p><b>Interpretation</b></p> <p>Kara is plays alongside peers and particularly responds to Leo as they both explore the activity together, sharing smiles and laughs. Kara is happily amused and entertained with the help and support of her fellow peer.</p>			
<p><b>EYLF Goals:</b></p> <p><input type="checkbox"/> LO1: Children have a strong sense of identity</p> <p><input type="checkbox"/> LO2: Children are connected with and contribute to their world</p>		<p><input type="checkbox"/> LO3: Children have a strong sense of wellbeing</p> <p><input checked="" type="checkbox"/> LO4: Children are confident and involved learners</p> <p><input checked="" type="checkbox"/> LO5: Children are effective communicators</p>	
<p><b>Future Goal:</b></p> <p>Sit Kara down in a group time activity which explores a different texture and see how Kara reacts. Involve her peers and see if she enjoys being social.</p> <p><b>Experience &amp; Resources:</b></p> <p>For example; 'Shaving Cream' this experience is a sensory way for children to interact and explore texture between their fingers.</p>			
<b>Observed By:</b>			
<b>Supervisor Name:</b>		<b>Signature:</b>	<b>Date:</b>



## Learning Story

Write a Learning Story observation about your Focus Child involved in an experience below. You need to:

*Title* (insert title of Learning Story)

*Today....* (Insert: Date, Child's Name & continue to write the story about what was observed)

*Reflection on learning....* (Insert: Interpretation about the child's learning that occurred)

*Where to next.....* (Insert: EYLF Goal, Learning Goal, Experience & Resources)

Photo/s and the inclusion of other children are optional.

## Exploring our Environments

### **Today....**

*Rachael took the children over to our vegetable and herb garden outdoors. Rachael wisped her hand through the leaves and picked a mint leaf off and let the children explore their senses by smelling the leaves.*

Insert: Photo/s Optional

### **Reflection on learning....**

*Kara picked some leaves off the plants and continued to copy her Educator, Racheal, by smelling it. Kara is becoming familiar with her sense of smell and copies her Educators actions when role modelled.*

### **Where to next....**

*Buy some watering cans to fill up with water and let Kara water and let Kara water the plants and flowers outdoors so she can continue to take time in the garden and begin to make connections with the natural environment.*

**Observed By:**

**Supervisor Name:**

**Signature:**

**Date:**

<b>Developmental Summary</b>		
Using point form, summarise the child's development. What you have learned about your focus child?		
<b>Child's Name:</b> Kara	<b>Age:</b> yrs 18 months	<b>Date:</b> XX.XX.XX
<b>Attendance Pattern:</b> <input checked="" type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday		<b>Observer:</b>
<b>Family Background:</b> <ul style="list-style-type: none"> <li>• Kara's family are Australian.</li> <li>• She enjoys spending time with her family.</li> <li>• Trey has a different father to Kara, but they both still have the same similar personality.</li> </ul>		<b>Child's Interests:</b> <ul style="list-style-type: none"> <li>• Being outdoors</li> <li>• Socialising with friends/Educators</li> <li>• The colour pink!</li> <li>• Going to football games</li> <li>• Being her family.</li> </ul>
<b>Fine/Gross Motor Development:</b> <ul style="list-style-type: none"> <li>• Can manipulate objects in her hands</li> <li>• Can turn over pages in a book</li> <li>• Can use her leg muscles and feet to move the bike around</li> <li>• Can complete tasks using fine motor skills e.g. bead frames</li> </ul>		<b>Social/Emotional Development:</b> <ul style="list-style-type: none"> <li>• Kara is able to engage in social activities for a range of purposes</li> <li>• Kara can positively involve herself within activities with her fellow friends at preschool</li> </ul>
<b>Language Development/Communication:</b> <ul style="list-style-type: none"> <li>• Kara can engage with her Educators in a non-verbal and verbal manner when wanting something e.g. pointing, a few words and waving.</li> </ul>		<b>Cognitive Development:</b> <ul style="list-style-type: none"> <li>• Kara can positively use her cognitive skills, thinking skills and trial and error skills to manipulate objects and can figure out what to do next to figure out tasks.</li> </ul>

## Developmental Summary – Reflection and Planning

### Reflection and Future Planning:

Reflection: *What would be an appropriate skill/interest/learning outcome to work on to support/extend the focus child's development?*

Future Planning: *Describe how you might implement two Learning Outcomes in the Children Service. What provisions, resources, experiences, routine, teaching strategy and/or environments could you provide to promote this learning?*

### EYLF Outcome:

#### Goal to support Learning Outcome:

*Expand on Kara's trial and error skills by sitting her in front of a 'pop up' toy and allow her to explore how it works making the animals pop up. Kara can further extend her cognitive development skills.*

#### Future Experiences/Provisions:

*Provide Kara with a 'cause and effect' toy. Kara will need to use her trial and error skills to configure and manipulate the toy.*

### EYLF Outcome:

#### Goal to support Learning Outcome:

*Expand on Kara's language skills by continuing to encourage words and non-verbal development and verbal development. Do the actions to her two favourite songs.*

#### Future Experiences/Provisions:

*Sit down with Kara and sing both 'Twinkle Twinkle' and 'Open Shut Them' and complete the actions for her to mimic and copy.*

Development Experience Plan 1			
<b>Name of Child:</b> Kara		<b>Age:</b> 18 months	<b>Date:</b> XX.XX.XX
<b>Learning Outcome:</b> <i>How the experience supports the child's development?</i> <b>Goal:</b> <i>Manage routines/transitions</i>		<b>Linking to EYLF Outcome/s:</b> <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	
<b>Time:</b>	<b>Location:</b> <input checked="" type="checkbox"/> Indoors <input type="checkbox"/> Outdoors <input checked="" type="checkbox"/> Routine Tasks e.g. nappy change, hand washing, meals etc. <input type="checkbox"/> Planned Experience <input checked="" type="checkbox"/> Spontaneous		
<b>Resources to be used</b> (if any): <i>No resources used, Only hand actions.</i>			
<b>Description of Experience:</b> <i>Experiences may include routine tasks, teaching strategy, one-to-one interactions with the educator such as singing, peek-a-boo etc, play experiences, story or game, designing a learning environment You may include others in your planned experiences if appropriate</i> <i>Sit down with a group of children including Kara and start singing as we transition from outdoor to indoor play before lunch. Sing 'Twinkle twinkle' to engage the children's attention and to get them actively involved. Role model actions to encourage Kara's movement and actions.</i>			
<b>The Adult's Role:</b> <i>For example, initiating, modeling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc.</i> <i>The adult's roles is to model the actions for the children to copy. Encouraging the children to be involved in a group time activity by demonstrating actions and involving them in the process of transitions.</i>			
<b>Student Name:</b>	<b>Supervisor's Name:</b>	<b>WP Implementation Approval Signature:</b>	<b>Date:</b>

Development Experience Evaluation 1
<b>Reflection of Experience:</b> How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills. <i>Kara responded exactly to how I planned. Kara became actively involved within the activity by demonstrating and copying the actions that were shown. Kara was enthused throughout the activity as she smiled around at her friends and Educators who were also involved in the group</i>

time.

**Future Planning:** *Build on the experience/repeat the experience/ vary the experience? Work on a new skill/interest?*

*Repeat the experience so that the children and Kara can become aware of the smooth running transitions and what comes next before sitting down for lunch time.*

**Reflection on Your Role:** 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 any safety issues etc.

*I feel like I interacted in the best and most important aspect for the children. They were able to sit down in a group and follow the actions to a simple finger rhyme. They all responded positively, smiling. Kara responded positive to direction and transition and was happy to spend quality time interacting with her Educators and friends.*

**Professional Goal:** *What you can work on to improve your skill?*

*Work on singing new songs with action each week to further expand the child's pre language skills. This way, the child (Kara) has something to look forward to and can work on copying the actions and can eventually learn to say the words in the future.*

**Student Name:**

**Supervisor's Name:**

**Signature:**

**Date:**

## Development Experience Plan 2

<b>Development Experience Plan 2</b>			
<b>Name of Child:</b>		<b>Age:</b>	<b>Date:</b>
<b>Learning Outcome:</b> <i>How the experience supports the child's development?</i> <b>Goal:</b> <i>Grasping and enhancing fine motor skills</i>		<b>Linking to EYLF Outcome/s:</b> <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
<b>Time:</b>	<b>Location:</b> <input checked="" type="checkbox"/> Indoors <input type="checkbox"/> Outdoors <input type="checkbox"/> Routine Tasks e.g. nappy change, hand washing, meals etc. <input checked="" type="checkbox"/> Planned Experience <input type="checkbox"/> Spontaneous		
<b>Resources to be used</b> (if any): <i>Paint brushes, paper and different coloured paints, paint shirts.</i>			
<b>Description of Experience:</b> Experiences may include routine tasks, teaching strategy, one-to-one interactions with the educator such as singing, peek-a-boo etc., play experiences, story or game, designing a learning environment You may include others in your planned experiences if appropriate <i>Invite Kara to explore paints.</i> <i>Put a paint shirt on Kara.</i> <i>Show Kara the brush and allow her to touch the paint and hold the brush to explore the paint freely.</i> <i>Observe Kara's actions taking note and talk with her along the way.</i>			
<b>The Adult's Role:</b> For example, initiating, modeling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc. <i>Prompting to explore arts and crafts. Encouraging Kara to use different coloured paints as a sensory experience.</i>			
<b>Student Name:</b>	<b>Supervisor's Name:</b>	<b>Implementation Approval Signature:</b>	<b>Date:</b>

### Development Experience Evaluation 2

**Reflection of Experience:** How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills.

*Kara enjoyed being a part of the activity. Kara used the paint brush to 'dollop' spots in the paper. Kara smiled at her educator Rachael as she praised Kara's efforts to explore the paint.*

**Future Planning:** Build on the experience/repeat the experience/ vary the experience? Work on a new skill/interest?

*Repeat the experience but use different tactile objects/materials for Kara to explore and manipulate. This way Kara can explore various sensory materials.*

**Reflection on Your Role:** 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 any safety issues etc.

*I feel like I supported Kara throughout the experience as I praised her efforts and allowed Kara to expand on her self-help skills as she learned/learns about different textures and materials in different contexts.*

**Professional Goal:** What you can work on to improve your skill?

*Being more organised (cleaning wise) making sure I have thought about a wet towel for ease of wiping hands when finished etc.*

**Student Name:**

**Supervisor's Name:**

**Signature:**

**Date:**