



## RECORD OBSERVATION

Date of Observation: 2/8/17

Timeframe: 9:45am – 10:00am

Name of Child: Tara

Age Today: 3.5 years

Location: Sandpit outside

Observer: Jodie

Others Present: Heather, Sam, Tom, Ruby, Jackson, CDO Lisa.

### Relevant Information:

Tara has a twin sister Ruby and attends care 3 days a week. She enjoys collaborative play at the moment but is quite vocal about other children needing to take turns, be fair and follow the rules. She becomes frustrated when others are unfair or don't follow her rules and this often leads to tears.

Date of Reflection & Learning Analysis:  
(What does this record tell me about the learning that occurred? )

| TIME INCREMENTS | WHAT I AM SEEING & HEARING? | WHAT DOES THIS TELL ME? |
|-----------------|-----------------------------|-------------------------|
| 9:45 – 9:50     |                             |                         |
| 9:50 – 9:54     |                             |                         |

# Running Records

Child observation methods to record ongoing assessments.

## Sample Of Running Record For Child Care

**L Towne**

## **Sample Of Running Record For Child Care:**

CACHE Level 3 in Child Care and Education Student Book Penny Tassoni,2007 Written to match the specifications of all mandatory and a range of popular optional units at Level 3 this Student Book provides complete support for students studying for the new CACHE Level 3 Child Care and Education qualification It is presented with an eye catching page layout designed for maximum ease of use including an extensive and user friendly index to help students find just what they are looking for It includes case studies activities and photos that encourage the practical application of knowledge and help students to apply their learning develop professional skills and reflect on their practice It is supported by a free interactive website with practice multiple choice questions to help students prepare for external assessment

### **Early Childhood**

**Education** Petr G. Grotewell,Yanus R. Burton,2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that are often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity Because this is a crucial part of children's makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

*Child Care and Development Occupations, Competency Based Teaching Modules, 1974* United States. Office of Education,1974

*Observing Young Children* Sally Wylie,2004 The main purpose of this text particularly this edition is to assist students in developing the skills and knowledge necessary to conduct relevant professional and meaningful observations of young children in the field of Early Childhood Education The text is designed for college or university students embarking on a career involving young children Observing Young Children includes references to various professions Teachers Early Childhood Educators Early Interventionists and Resource Teachers and Consultants all of whom use observation in a variety of ways for a diverse number of reasons Observation is a language they all speak and understand Uncovering the

developmental process of a child's early years and making it visible to others requires the skills and knowledge of a practiced observer. Educators know that one of the best ways to learn about young children is to observe them and the other way is to talk with their families. Through observation and documentation, Educators can co-construct with children and their families a curriculum that is alive with what matters to them. Understanding Child Development Rosalind Charlesworth, 2000

Designed for students in early childhood education teacher preparation programs, Understanding Child Development gives a practical understanding of the young child from the prenatal period through age eight. It introduces the unique qualities of the young child as distinguished from older children and demonstrates how to work with young children in ways that correspond with their developmental level and social and cultural environment. Related to the child's development are current issues such as developmentally appropriate practice, development of early stages of reading, the role of technology in children's lives, the importance of brain development and the factors relevant to children with special needs. These topics connect the text's content directly to problems adults will face when working with young children. Each section of the book contains critical social and cultural factors related to young children's development with much new information added in these areas including socio cultural aspects of family, school and community and material on learning theories and diverse cultures. Up to date critical developmental research and theory support the text. It includes helpful review questions, further reading examples, observation checklists and references to aid in the student's learning. The Modern Baby Book and Child Development Record from Birth to Sixteen Years John Edward Anderson, Florence Laura Goodenough, 1929

**The Language Development of the Preschool Child** Dorothea Agnes McCarthy, 1930 Observing Development of the Young Child Janice J. Beaty, 1998 Assessing children's development through observation Self identity Emotional development Social play Prosocial behaviour Large motor development Small motor development Cognitive development Spoken language Prewriting and prereading skills Art skills Imagination Methods used to assess young children \_\_\_\_\_ **Cornell**

**Experiment Station Bulletins in Home Economics 1928-** , 1928 Third Conference on Research in Child Development

, 1929 Children's Bureau Publication United States. Children's Bureau, 1926 **Training for Professional Child Care** Beverly Gulley, Jacqueline Eddleman, Douglas Bedient, 1987 Only about 25 percent of the employees in child care operations around the country have had professional training in dealing with children. Newsweek This book is a proven practical approach to providing that training at a minimum of expense and disruption of services. Written for trainers, it may profitably be used by any individual who wants to know more about positive methods for working with children. The information provided here has been used extensively to train child care providers throughout Illinois. Covered in detail are discipline, professionalism, child and adult communication, child development, observation, assessment, play, nutrition, health and safety, parent involvement and education. Child abuse, developmental care and organization of the environment. Illinois Governor James Thompson, former DCFS Director Gregory Coler and DCFS Director Gordon Johnson have all endorsed these materials.

by continuing to recommend them for day care training in Illinois *Bureau Publication (United States. Children's Bureau).*,1926 **Child Care and Development Occupations** Atlanta Public Schools,1974 Resources in Education ,1995

**Assessing Young Children** Gayle Mindes,Harry Ireton,Carol Mardell-Czudnowski,1996 Parents teachers and testing are believed to be the three important keys to a child s development This authoritative user friendly handbook illustrates how you can draw useful developmental information from each of these sources in order to make effective assessments The Differential Effects of Group and Family Day Care Janice Marie Molnar,1984 Elements of Record Keeping for Child-helping Organizations Georgia Gertrude Ralph,1915 *Child Care and Development Occupations* Atlanta. Public Schools. Dept. of Curriculum Development and Supervision,1974 **Assessing Infants and Preschoolers with Special Needs** Mary E. McLean,Mark Wolery,Donald B. Bailey,2004 Preparing those who work with special needs infants and preschoolers to use assessment for the purpose of planning effective personalized intervention programs this guide contains thoroughly updated material to ensure readers are up to date on developments in the field

This book delves into Sample Of Running Record For Child Care. Sample Of Running Record For Child Care is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Sample Of Running Record For Child Care, encompassing both the fundamentals and more intricate discussions.

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- Chapter 5: Conclusion

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