

Observations are Valuable tools.

Observations:

- Allow you to gather valuable information for your planning.
- Allow you to find experiences worth repeating.
- Allow you to identify where you need to make changes to your environment/material and routine
- Help you identify where children need assistance, support, practice with skills and interests.
- Help you to find Value in what you do for the children.

What to look for:

General Play Experiences

What activities does the child get involved in?

How does the child become involved?

How does the experience progress?

What does the child go to next?

Does the child play only briefly in the experience or for a prolonged period of time?

Does the child avoid any experiences in particular?

Does the child like to try new things?

What does the child seem to derive from an experience? (Pleasure of being with other children, sensory pleasures, feeling of achievement etc.....)

Does any aspect of the experience seem to frustrate the child?

Does the child play alone; always, sometimes, never?

Does the child express fantasy in their play verbally, through gestures, through play materials?

If the child is engaged in dramatic play what roles does the child like to take: mother, father, baby, dog etc?

How does the child show curiosity about the environment, equipment and people?

Does the child prefer to confine play to relatively small space or do they expand their personal space over a large area?

Does the child seem more comfortable playing indoor or outdoors?

Body Movement and Body Use

Does the child move slowly or quickly?

Does the child seem at ease with their body or is the child unsure?

Are small and large muscle skills and movement equally developed?

Do you think that small or large muscle skills are more developed than the other?

Does the child express feeling through body movement/language?

Speech

How much feel in expressed through the tone of the child's voice?

Does the child generally keep their voice under control? Or does the child express changing moods?

When upset, does the child talk more or less than usual?

Is speech an important means of communication to the child, or do they seldom speak, preferring to communicate in other ways (pointing, reacting physically, verbalising through sounds not words.)

Does the child play with speech by singing, chanting, pretend reading?

Is the child's speech fluent, average or inarticulate for his/her age?

Emotional Reactions

How and when does the child exhibit happiness, anger, sadness, doubt enthusiasm, fear?

Does the child seem to have too much control over their feeling or too little control or is it a good balance?