



Developmental Millstone (Report)

Early Years Learning Framework and the National Quality Standards

Kidzone Family Day Care

Age Group: 8 to 12 months

Child's Name:	Educator's Name:
D.O.B	Date:

<u>Educators' Comments</u>	
<u>Parents Comments:</u>	

Introduction

The EYLF outlines that:

“Children’s learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind.”

(Early Years Learning Framework, p.19)

With this in mind we encourage educators to use this reference as a source of information rather than as a prescriptive checklist. A sound understanding of developmental milestones will support you to effectively assess children’s play and learning. Intentional teaching, planning and evaluation should be based on sound professional knowledge.

Links to the Early Years Learning Framework (EYLF) outcomes and the National Quality Standards are given as examples. The examples should serve to support you in your reflection about how sound professional knowledge supports your evaluation of the EYLF outcomes. A sound knowledge of developmental information (as well as ongoing professional learning about theories of play and development) will enrich and inform your understanding of and support for the learning and growth of the children in your care.

It is our belief that when educators embed the practices and principles of the EYLF into their daily practice, the EYLF outcomes will follow, as will the capacity to meet the National Quality Standards.

Each age category includes a list indicating when to seek advice. If you are concerned about a child’s development, you should:

- Talk with your colleagues and with the service director.
- Support families to make an appointment with their local family health nurse who will carry out a full developmental check.

Developmental milestones and the EYLF/NQS

8 to 12 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	- pulls self to standing position when hands held - raises self to sitting position - sits without support - stands by pulling themselves up using furniture - stepping movements around furniture - successfully reach out and grasp toy - transfers objects from hand to hand - picks up and pokes small objects with thumb and finger - picks up and throws small objects - holds biscuit or bottle - crawls - mature crawling (quick and fluent) - may stand alone momentarily - may attempt to crawl up stairs - grasps spoon in palm, but poor aim of food to mouth - uses hands to feed self - alerts peripheral vision - rolls ball and crawls to retrieve	EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "engage in increasingly complex sensory-motor skills and movement patterns." (p.32) NQS: Areas 1, 2, 3
Social	shows definite anxiety or wariness at appearance of strangers	EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. acknowledge children's stage of emotional development and support them to develop resilience. NQS: Areas 1, 2, 5
Emotional	- actively seeks to be next to parent or principal caregiver - shows signs of anxiety or stress if parent goes away - offers toy to adult but does not release it - shows signs of empathy to distress of another (but often soothes self) - actively explores and plays when parent present, returning now and then for assurance and interaction	EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "demonstrate an increasing capacity for self-regulation." (p.22) NQS: Areas 1, 5, 6

Developmental milestones and the EYLF/NQS 8 to 12 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	• moves obstacle to get at desired toy • bangs two objects held in hands together • responds to own name • makes gestures to communicate and to symbolise objects, e.g. points to something they want • seems to understand some things parent or familiar adults say to them • drops toys to be retrieved, handed back, then dropped again/looks in direction of dropped toy • smiles at image in mirror • likes playing with water • shows interest in picture books • understands gestures/responds to 'bye bye' • listens with pleasure to sound-making toys and music • notices difference and shows surprise	EYLF Outcome 4: Children are confident and involved learners - Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. E.g. "Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment." (p.35) NQS: Areas 1, 5, 6
Language	• responds to own name being called, family names and familiar objects • babbles tunefully • says words like 'dada' or 'mama' • waves goodbye • imitates hand clapping • imitates actions and sounds • enjoys finger-rhymes • shouts to attract attention • vocalises loudly using most vowels and consonants - sounding like conversation	EYLF Outcome 1: Children have a strong sense of identity - Children develop knowledgeable and confident self-identities. E.g. "share children's successes with families." (p.23) NQS: Areas 1, 5
Seek advice if:	• is not responsive to carers • is not babbling and making sounds • is not beginning to sit, crawl, or pull to stand • is not playing with feet, swapping objects between hands • is not interested in holding toys • is not learning to eat solids	NQS: Areas 1, 5, 6, 7

Developmental milestones and the EYLF/NQS

References

Faragher, J & McLean, J 1983, *Children's Stages of Development (birth to 2 ½ years)*, Collingwood, TAFE Publications Unit.

Faragher, J 1985, *Children's Development (3-5 years)*, Collingwood, TAFE Publications Unit.

Guide to Children's Growth and Development, NSW Department of Community Services:

www.community.nsw.gov.au/docswr/_assets/main/documents/par_development.pdf - accessed 20/01/2012.

Love, Talk, Sing, Read, Play - Families NSW in the Sydney metropolitan area have produced resources for parents to provide advice and information on the social and emotional development of their child and how parents can help nurture this important part of child development. The *Love, Talk, Sing, Read, Play* child development flipchart has now been translated into four major community languages (Korean, Arabic, Chinese and Vietnamese.)

Families NSW also produced radio messages on the themes love and play for Aboriginal mums and dads; and the *Deadly Tots* project has produced an adaptation of the flipchart for Aboriginal families - *Love, Yarn, Sing, Read, Play*.

www.families.nsw.gov.au/resources/love-sing.htm - accessed 20/01/2012.

Nixon, D & Gould, K 1996, *Emerging: Child Development in the First Three Years (2nd ed.)*, Katoomba, Social Sciences Press.

Nixon, D & Aldwinkle, M 1997, *Exploring: Child Development from Three to Six Years*, Katoomba, Social Sciences Press.

Nixon, D & Gould, K (Eds.) 2000, *Extending: Child Development from Five to Twelve Years*, Katoomba, Social Sciences Press.