



Developmental Millstone (Report)

Early Years Learning Framework and the National Quality Standards

Kidzone Family Day Care

Age Group: Birth to 4 months

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

Educators' Comments

Parents Comments:

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

Birth to 4 months

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	• moves whole body • squirms, arms wave, legs move up and down • eating and sleeping patterns • startle reflex when placed unwrapped on flat surface/ when hears loud noise • head turns to side when cheek touched • sucking motions with mouth (seeking nipple) • responds to gentle touching, cuddling, rocking • shuts eyes tight in bright sunlight • able to lift head and chest when laying on stomach • begins to roll from side to side • starts reaching to swipe at dangling objects • able to grasp object put into hands	EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. “display delight, encouragement and enthusiasm for children’s attempts.” (p.22) NQS: Areas 1, 2, 3, 5, 6
Social	• smiles and laughs • makes eye contact when held with face about 20cm from face of adult looking at them • may sleep most of the time • alert and preoccupied with faces • moves head to sound of voices	EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “promote children’s sense of belonging, connectedness and wellbeing.” (p.31) NQS: Areas 1, 4, 5, 6
Emotional	• bonding • cries (peaks about six to eight weeks) and levels off about 12-14 weeks • cries when hungry or uncomfortable and usually stops when held • shows excitement as parent prepared to feed	EYLF Outcome 4: Children are confident and involved learners - Children resource their own learning through connecting with people. E.g. “provide opportunities and support for children to engage in meaningful learning relationships.” (p.37) NQS: Areas 1, 5, 6
Cognitive	• smiles and laughs • looks toward direction of sound • eyes track slow moving target for brief period • looks at edges, patterns with light/dark contrast and faces • imitates adult tongue movements when being held/ talked to • learns through sensory experiences • repeats actions but unaware of ability to cause actions	EYLF Outcome 4: Children are confident and involved learners - Children transfer what they have learned from one context to another. E.g. “Develop ability to mirror, repeat and practice the actions of others, either immediately or later.” (p.36) NQS: Areas 1, 3, 4, 5, 6

Developmental milestones and the EYLF/NQS

Birth to 4 months *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Language	- expresses needs - cries - when content makes small throaty noises - soothed by sound of voice or by low rhythmic sounds - imitates adult tongue movements when being held and talked to - may start to copy sounds - coos and gurgles	EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. “engage in enjoyable interactions with babies as they make and play with sounds.” (p.40) NQS: Areas 1, 3, 5
Seek advice if:	- is floppy or stiff - cries a lot - arches his/her back - is not responding to sounds - is not showing interest or responding when played with - is not feeding as expected - is not starting to make sounds - is not responding to familiar faces	NQS: Areas 1, 2, 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.