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| **PROGRAMME** |
| BA (Hons) Primary Education & QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 2 | PE203 | The Whole Child |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Child Study Visit Reports | 40% |

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| DESCRIPTION OF TASK  The child study involves a series of 3 research visits to a single child to analyse the overall development of this child and relate this to implications for teaching. It is important if you are going to be a teacher to have an understanding of child development and is specifically mentioned in the new QTS Standards (Q18) In this assignment you will become aware that there are significant stages in each area of development and appreciate that each child has an individual and complex path through these stages.  To achieve these ends you are required to build up a detailed profile of an individual child's development, Physical, Intellectual, Emotional and Social (PIES) through:  careful observation;  participation in activities;  planning and implementing activities;  discussions with the child's parents/carers. |

Programme of Actions

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| Pre-visit 1 | * Find a child who is birth to 3 years old to whom you will be able to make 3 monthly visits by January. * Find out the name, birth date and gender of the child. * Read theoretical norms for PIES for that age and for the age bands either side. Compare at least two sources.   + Arrange time for the first visit. |
| Visit 1 | * Allow the child to become familiar with you.   Record PIES information (2 to 4 elements per area) from observations and discussions with carer(s) and child if appropriate |
| Post-visit 1 | * Begin PIES chart (see example) |
| Pre-visit 2 | * Make a hypothesis about a specific statement about development, based on observations of development in visit 1 and expected development from theoretical sources. (see Guidance on Visit Report) * Design how to test the statement. * Gather appropriate equipment. (e.g. bricks; coloured pencils and paper). Don’t assume the family will have what you need. * Arrange time for visit. |
| Post-visit 2 | * Write up Visit Report (see Guidance on Visit Reports)   + Add to PIES chart. |
| Pre-visit 3 | * Make a hypothesis about a specific statement about development, based on observations of development in previous visits and expected development from theoretical sources. This should be in a different area from the last hypothesis. e.g. If you looked at a physical development statement last time you might look at emotional development this time. * Design how to test the statement. * Gather appropriate equipment. * Arrange time for visit. |
| Visit 3 | * Record PIES information (2 to 4 elements per area) from observations and discussions with carer(s) and child if appropriate. * Test your hypothesis. |
| Post-visit 3 | * Write up Visit Report. * Add to PIES chart. * Analyse the child’s overall development, comparing theoretical norms to actual findings and relate the whole study to the themes in the Early Years Foundation Stage (about 1500 words, see Summative Analysis guidance). * Send a thank you card to the carer and the child. |

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| The PIES charts need to be succinct and should be set out in a table. You may choose which of the two formats below to use. The first example looks across areas of development per sheet while the second looks at the development within one area per sheet.  Example of PIES Chart I  All PIES areas together on one sheet for each visit, 3 in total.   |  |  |  |  | | --- | --- | --- | --- | | Date of visit: | Child’s age |  |  | |  | Observed level | Theoretical level (sources stated) | Comment | | Physical | 2 to 4 statements |  |  | | Intellectual | 2 to 4 statements |  |  | | Emotional /Social | 2 to 4 statements |  |  |   Example of PIES Chart 2  Each element of PIES on a separate sheet for the series of visits, three sheets in total.   |  |  |  |  | | --- | --- | --- | --- | | Physical | Observed level | Theoretical Level (sources stated) | Comment | | Date of visit 1 | 2 to 4 statements |  |  | | Date of visit 2 | 2 to 4 statements |  |  | | Date of visit 3 | 2 to 4 statements |  |  |  |  |  |  | | --- | --- | --- | | **Guidance on Visit Reports for Visits 2 and 3 (about 250 words for whole report)** | | | | Background Information | * Date and time * Age of the child * Location * Who was present | 3/10/05  18 months  home  X, me and mum | | Hypothesis | What did you expect to happen?  Why did you choose this? | Because X is 18 months and she matched physical expectations on the last visit I think she will be able to build a tower of 3 cubes after a demonstration. [Sheridan 1997] | | Method | What did you do?  Did the method work well or were there problems? | I demonstrated stacking 3 bricks twice and then encouraged X to copy me. I provided extra bricks in case she could stack more. The cloth bricks were difficult to stack. Should have had different types of blocks. | | Results | What happened?  (A fuller description of the observations / notes made during the test may appear in an appendix if necessary.) | * ignored initial demonstration * more interested in knocking bricks over * I found cloth bricks hard to stack. * X couldn’t stack cloth bricks but did stack 5 of own cubes | | Analysis | How do the results relate to your hypothesis and established theories? Was the test appropriate? Why or why not? What have you learned about the child? | * About 150 words * Must include references to literary sources and relate directly to your evidence |   **Summative Analysis Guidance (about 1500 words)**  This analysis needs to focus on the whole child. You need to analyse your PIES charts and visit reports to provide a picture of the child’s overall development during the period of the study. It is important to consider whether the development was even and steady across the various PIES areas or not. You should also consider how the development in one area impacts on other areas and the interrelationships among them. During the College sessions you will have learned about the themes named in the *Statutory Framework for the Early Years Foundation Stage*:   * A Unique Child; * Positive Relationships; * Enabling Environments; * Learning and Development.   When you are undertaking this summative analysis you also need to use this terminology to demonstrate that you understand how the traditional PIES heading relate to the current government approach. What implications do you think there might be for planning and teaching this particular child based on her/his current development profile? What have you learned about children’s pre-school learning and what implications will this have for your teaching?  It is important to draw upon literary sources and your evidence in this section. Do not just repeat the analysis sections of the two visit reports.  **FAQs**  ***How do I choose a child?***  This is a study of a pre-school child so the child should be 0 to 3 years old at the start of the study. He or she may be attending play group or a private day care nursery as childcare but preferably not a nursery school. If it is impossible to find an appropriate child speak to a tutor by the end of September. If your own child is three years old or under it is possible to study him / her but it is very difficult to be objective with your own child. It would be better to allow another student to study your child.  ***When do I make the visits?***  There needs to be three visits in total from the first visit in September / October to a final visit in December or January. Try to make the visits equally spaced, therefore about 6 weeks apart. If you have to make the visits closer together, be aware that there will probably be fewer noticeable developments in the child.  ***How long should I stay?***  This will vary depending on your relationship with the family, the age of the child and the circumstances of the visit. Don’t overstay your welcome is a principle to remember. Approximately an hour should be enough time to allow the child to become comfortable with you, talk with the family, make general observations and test your hypothesis. Do be aware that if you observe the child for too long he / she may become tired or over stimulated which can affect your results. However, if you try to perform tests on the child immediately after arrival he / she may feel shy or uncomfortable with you which can also affect your results. Try to strike a balance between staying long enough for the child to be comfortable without staying too long. It’s useful to check when the child’s nap times and meal times are so that your visits do not clash with these.  ***What do I do on the first visit?***  The first visit allows you to get to know the child and the parent(s) / carers. Gather information such as birthday, birth weight, siblings, parental occupation, childcare arrangements. Talk to the parent(s) and make notes about the child’s birth and development to this point. Reassure the family about confidentiality. You should not use the family’s name at any point in your study. Agree with the family if it is acceptable to use their first names in your assignment or if pseudonyms should be invented.  Find out when it is most convenient to make your research visits. If you are not known to the child, take it slowly but try to have some form of interaction with him / her before the end of the visit. Make initial observations of the child with respect to the PIES.  ***What are the PIES?***  The PIES are the areas of child development: physical, intellectual, emotional and social. **Before** each visit you should refer to literary sources to find the expected development in each of the PIES for the age of the child. **During** the visit make notes on each area based on your observations and other evidence collected. **After** the visit add your notes to your overall PIES development chart, noting whether the developments meet, do not meet or exceed the expected level.  There is some overlap between different areas of development but the main components are listed below. Physical development is quite broad and includes gross motor, fine motor, vision, speech and hearing. Intellectual development includes language development, mathematical understanding, understanding of the world around and problem solving. Social development includes play and social behaviours such as those related to eating, cleaning, dressing and forming relationships. There are obvious overlaps with both physical and intellectual development here. Emotional development also overlaps with social development. It refers to the emotions expressed by the child, how they are expressed and why. In the PIES chart we have combined the Social and Emotional areas because there is considerable overlap in the literature regarding them.  There are many developmental statements at each age for each area and it would be impossible to check all of them in a single visit. **You should try to focus on 2 to 4 elements of each area, making 6 to 12 statements in total for the visit.** You may have seen evidence of more statements but you need to be selective when completing your PIES chart. Be guided by what you have the most evidence for and / or what elements seem the most interesting or significant to you.  In future visits you may be noting developments in the same elements  (e.g. Visit 1 was beginning to take tentative steps; Visit 2 is walking independently) or you may be looking at completely different elements (e.g. Visit 1 was beginning to take tentative steps; Visit 2 tries to take off screw lids).  ***What happens on the second and third visits?***  On each visit you should test **one** hypothesis and gather evidence for 2 to 4 elements within each area of the PIES.  ***How do I collect evidence?***  There are many ways to collect evidence of the child’s development. Some of these are listed below. Use your reading to find out the strengths and limitations of different methods of data collection. It is important to use a variety of methods over the course of your study to increase the overall reliability of your results.   * Observation * Participant observation – child initiated * Participant observation – initiated by you * Interview / discussion with child’s parents / carers * Interview / discussion with the child * Setting up tests – standardised or invented * Secondary sources – drawings; videos; photographs; written evidence * Parent collected evidence – initiated by you, e.g. diary of food eaten in a week, list of current vocabulary; child’s health record; random comments about child’s development   **At all times you must respect the confidentiality of the information you receive.**  You may collect samples of the child's work, e.g. drawings, paintings, writing and take photographs of the child to show particular sequences of development. Material of this kind **should not be included in the study for purely illustrative purposes.** A collection of photographs could, for example, be used to support description and analysis of physical development. Using them as an accompanying "photograph album" does not serve the purpose of the study.  It is **essential** that throughout the period of study **you refer to the appropriate literature in order to underpin, extend or perhaps challenge the inferences you are making about your child's development**. Different theoretical viewpoints exist and must be considered and evaluated.  **Contents:**   * PIES development records covering the three visits (to be included in the appendix) * Visit Report for the second visit (approx. 250 words) * Visit Report for the third visit (approx. 250 words) * Summative analysis of development (approx. 1500 words) |

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| MODULE OUTCOMES TO BE TESTED   * conduct focused research tasks * apply child development theories to planning and teaching, selecting appropriate techniques   QTS References  Q18 |

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| ASSESSMENT CRITERIA   * ability to design and conduct focused research tasks * ability to relate evidence collected to established theories * ability to analyse findings * ability to communicate clearly and succinctly |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | MARK SCHEME | ability to design and conduct focused research tasks | ability to relate evidence collected to established theories | ability to analyse findings | ability to communicate clearly and succinctly | | A\*  80+ | Able to design highly appropriate and innovative tasks which consider a range of issues which could affect the outcomes and adapt the tasks appropriately and imaginatively in response to the child | A scholarly approach to presenting the evidence within the context of contemporary research and debate. Excellent reference, links with own research and interpretation of the four themes in the EYFS demonstrating insight and critical evaluation. | Able to demonstrate insight and sophistication through making complex connections; able to evaluate the research evidence and design | Excellent communication and presentation | | A  70 - 79 | Able to design highly appropriate tasks which consider a range of issues which could affect the outcomes and adapt the tasks appropriately in response to the child | Able to handle conflicting evidence from own research and reading; evidence of broad and balanced reading. Highly appropriate reference to the four themes in the EYFS with very good links to own research | Able to make connections across a variety of aspects, elements and areas, demonstrating critical judgement | Concise communication of high quality with precision of phrasing | | B  60 - 69 | Able to design and conduct appropriate tasks for the age of the child and context with awareness of issues which could affect the outcomes | Able to relate different forms of evidence competently and compare to a range of established theories. Good reference to the four themes in the EYFS with highly appropriate links to own research | Able to recognise common features and make connections | A written style which contributes to clear communication of meaning and is generally precise | | C  50 - 59 | Able to design and conduct appropriate tasks for the age of the child | Able to select appropriate evidence from PIES and tests and relate it to material from several child development sources. Appropriate links with the four themes in the EYFS | Able to describe and analyse the evidence | Able to communicate meaning despite an informal register | | D  40 - 49 | Able to design tasks which could test their hypotheses | Some ability to select evidence from PIES and tests and relevant material from more than two child development sources. Reference to the four themes in the EYFS. | Some ability to analyse findings but the account is primarily descriptive | Able to keep within the word limit and some key messages are conveyed | | E  35 – 39 | Limited ability to relate task to hypotheses | Limited ability to relate evidence to sources. Limited or no reference to the four themes in the EYFS | Minimal interpretation and analysis of research evidence | Communication is hindered by many inaccuracies | | F  below 35 | Unable to relate tasks to hypotheses | Unable to relate evidence to sources. No reference to the themes in the EYFS, | An account which is largely descriptive, derivative or uninformed. | Is unable to communicate meaning | |

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| DATE AND TIME OF SUBMISSION  Friday 16 January 2009 by 4:00 p.m.  **This assignment will be marked anonymously so you must use your student number rather than name.**  Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Thursday 12th February 2008 |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.