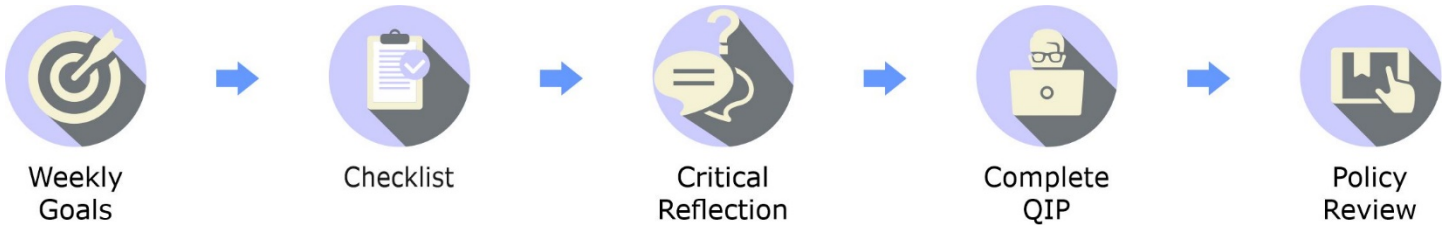


Exceeding 1.3 Assessment and planning

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.



Weekly Goals

		<ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Checklist



Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

This week we've provided an 'Exceeding Themes Booklet' with examples of how you can meet each of the exceeding indicators in the checklists below. We've broken the checklist up to cover five days so that you can focus on understanding the themes. You are not expected to complete the critical reflection and QIP activities that we normally include on Thursday and Friday.

The checklist keys to use.

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
1. There's evidence you consistently engage in planned and spontaneous critical reflection on children's learning and development, individually and with your team					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
2. There's evidence you consistently use what you learn through critical reflection to make changes to the program					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
3. You could show an assessor how you consistently implement an assessment and planning cycle for each child ie how you collect and analyse information, then plan, implement and reflect in a way that enhances learning outcomes					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
4. You could confidently explain to an assessor how your assessment and planning connects to the principles, practices and outcomes of the EYLF/MTOP?					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
5. You could confidently explain to an assessor how your assessment and planning connects to the service philosophy and quality expectations					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

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6. There's evidence you consistently discuss each child's progress and participation in the program with their family					
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If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.

7. There's evidence your documentation is consistently of high quality and meets service expectations					
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If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.

Exceeding - Critical Reflection

8. There's evidence you regularly contribute to discussions and critical reflections aimed at improving practice around assessment and planning for both children and families and make changes as required					
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If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.

9. There's evidence you regularly contribute to discussions and critical reflections aimed at improving communication with families about their child's learning and participation					
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If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.

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10. You can explain how your assessment and planning is informed by current recognised guidance					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
11. You can explain some of the theories that influence your assessment and planning practices and how these contribute to continuous improvement					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
12. There's evidence you contribute to team discussions on the social justice and equity outcomes of assessment and planning to ensure the circumstances and rights of every child are met					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

Exceeding - Engagement with families and community					
13. There's evidence your assessment and planning practices reflect the service's unique geographical, cultural and community context					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
14. There's evidence your assessment and planning practices welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
15. There's evidence you consistently include children's voices and views when planning and implementing learning					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

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16. There's evidence you consistently involve children in assessing and planning their own learning and development					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
17. There's evidence you consistently engage with children and families so you can include children's learning and development outside the service in the curriculum					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
18. There's evidence you consistently communicate with each family in ways that meets their individual circumstances including cultural background					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

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Education Curriculum and Learning Policy

Policy explains the service is implementing The My Time and Our Place (MTO) and what educators will do to meet MTO learning outcomes and the Regulations. For example educators will:

- base each child's learning around their interests and knowledge
- regularly assess what each child knows, can do and understands
- regularly extend learning through planned and spontaneous experiences and intentional teaching
- partner with families to promote children's learning and regularly invite families to contribute
- value every child equally
- provide families with information about their child's learning and participation in the program whenever requested
- build connections between the service, schools and the local community
- promote play and implement activities that are meaningful to children and support their wellbeing, learning and development
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- provide opportunities for children to learn from each other
- evaluate the curriculum at least weekly
- regularly document learning so it's easy to understand
- display the Curriculum
- work with the Educational Leader to continually improve teaching practices.

Do you have any feedback or comments about this policy? Please include below.

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Educator's Name	Educator's Signature

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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

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