

# Assessment Cycle Educators

## NQS 1.1.1 Approved learning framework

### 1.1.2 Child centred

### 1.3.1 Assessment and planning cycle

### 1.3.3 Information for families

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

**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.

Planning	ED1	ED2	ED3	ED4	ED5
Do you often plan on the spot and do activities straight away?					
Do you extend learning using intentional teaching?					
Do you build activities around children's everyday lives and interests eg regular activities, outings, extended family, culture, pets					
Do you talk to families in daily conversations to learn more about children's lives?					
Do you use children's relationships with their families and community to plan rather than equipment and resources?					
Do you look at your Child Participation in the Curriculum Chart at least once every 4 months to see which children are participating less in activities?					
Do you always ask yourself what children know, can do and understand?					
Do you use the teacher strategies in the EYLF/MTOP book to extend children's learning (see indicators on right side of table under Learning Outcomes)?					
Do you think of other ways to extend children's learning before doing art and craft?					
Evaluating					
Do you always ask yourself what children know, can do and understand?					
Do you use the indicators in the EYLF/MTOP book to help evaluate what children know, can do and understand (see indicators on left side of table under Learning Outcomes)?					
Do you evaluate all children all the time rather than waiting for a particular day/time?					
Do you assess children against the Learning Outcomes (these are the learning goals you should be striving for)?					
Do you look at each child's Celebration of Achievement Chart at least once every 4 months to check progress against outcomes?					
Documenting					
Do you document significant learning showing Learning Outcomes achieved?					
Do you use photos, artwork, video, reflections, strength trees etc to document learning as well as occasional learning stories?					
Do you write what's not in the photo –not what is in the photo?					
Do you write what children say and feel?					
Do you prove what children know, can do or understand (eg with a photo)?					



Do you prove how you extended children's learning (eg with a photo)?					
Do you have more documentation for children who come more often?					
Can parents understand the learning documentation?					
Is the documentation displayed where parents can easily see it?					
Does the documentation specify the Learning Outcome words and not just the numbers?					
Do you complete Curriculum Planning Sheets daily?					
Do you regularly update Celebration of Achievement Charts?					

### Actions required

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