

# Standard 1.3 Exceeding Themes

## NQS 1.3 Assessment and Planning

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.

Embedded Practices	ED1	ED2	ED3	ED4	ED5
Is there evidence you consistently engage in planned and spontaneous critical reflection on children's learning and development, individually and with your team?					
Is there evidence you consistently use what you learn through critical reflection to make changes to the program?					
Could you 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?					
Could you confidently explain to an assessor how your assessment and planning connects to the principles, practices and outcomes of the EYLF/MTOP?					
Could you confidently explain to an assessor how your assessment and planning connects to the service philosophy and quality expectations?					
Is there evidence you consistently discuss each child's progress and participation in the program with their family?					
Is there evidence your documentation is consistently of high quality and meets service expectations?					
<b>Critical Reflection</b>					
Is there 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?					
Is there evidence you regularly contribute to discussions and critical reflections aimed at improving communication with families about their child's learning and participation?					
Can you explain how your assessment and planning is informed by current recognised guidance?					
Can you explain some of the theories that influence your assessment and planning practices and how these contribute to continuous improvement?					
Is there 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?					
<b>Engagement with families and community</b>					
Is there evidence your assessment and planning practices reflect the service's unique geographical, cultural and community context?					
Is there evidence your assessment and planning practices welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?					



Is there evidence you consistently include children's voices and views when planning and implementing learning?					
Is there evidence you consistently involve children in assessing and planning their own learning and development?					
Is there evidence you consistently engage with children and families so you can include children's learning and development outside the service in the curriculum?					
Is there evidence you consistently communicate with each family in ways that meets their individual circumstances including cultural background?					

#### Actions required

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