



Educational Leader

Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

How are your educators helping each child:

1. build a strong sense of identity?
2. connect with and contribute to their community?
3. develop a strong sense of wellbeing?
4. become a confident and involved learner?
5. become an effective communicator?

Use the checklist below to help guide your educator to make sure they include all the following points in each piece of documented learning.

Remember - EYLF is so much more than how children develop. EYLF focuses on relationships and partnerships with both educators and children and educators and families. When we believe in each child's capacities to succeed, regardless of diverse circumstances and abilities, and create wonderful caring relationships with both educators and the other children within their Service community, children can achieve anything.

1. Where did the experience come from, family, child, educator, event in the community?

- That would be written like "Extending on Jackson's interest in...."
- Who started it? Ava asked "Can we learn more....."
- Following on from a conversation with Rohan's grandmother.....
- To extend our knowledge of Aboriginal perspectives after last week's NAIDOC week celebrations.....
- Miss Fatima supported the children to construct multiple solutions to problems and use different ways of thinking during...

2. Are the children's names/voices in the learning story?

- What did children say and do? If relevant also talk about how children interacted with other children?
- What emotions did children show?

3. Which children's actions need documenting to capture the learning? What do the children know, can do and understand in relation to the EYLF? Look at the indicators on the left under the Outcomes in the EYLF Book.

4. How did we follow the children's direction with the experience?

Co-construct is what educators do with children to continue the experience and extend learning. Look at the indicators on the right under the Outcomes in the Belonging, Being, Becoming EYLF Book.

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5. **Which children's quotes need documenting** to capture the learning?
Children's quotes show their thinking, thoughts and how they make sense of their world.
6. **Is your name in it (not 'carer' or 'educator') and what you did as the intentional teacher?**
What did educators say and do? How did they help children learn? Be proud of how your input into the experience furthers the child's learning.
7. **How did we continue the learning NOW** rather than planning to do it later?
This can be as simple as furthering a conversation with questions providing a whole range of experiences. Look at the indicators on the right under the Outcomes in the EYLF Book.
8. **What were your thoughts as an educator?**
Look at the experience through different eyes eg child, family, educator, theorist and reflect critically.
9. **What Learning Outcomes were met or worked towards?**
Look at the indicators on the left under the Outcomes in the EYLF Book
10. **Can you add an EYLF practice or principle or link to NQS/ Philosophy?**
11. **Will the experience be extended further – when?**

Remember to read the educator's section of the weekly professional development.

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Excursion Policy

The Nominated Supervisor or educators will:

- complete a risk assessment before an excursion covering the criteria listed in the policy which include consideration of proposed activities, staffing ratios, need for volunteer assistance (eg parents), mode of transport, ensuring children get on/off transport safely, route, hazards at site (eg water hazards), children's health needs and length of excursion
 - risk assessments are only required for 'regular outings' if one hasn't been written within the last 12 months of the excursion date. Regular outings are walks, drives or trips to places that children visit regularly and which have substantially the same risks each time
- ensure parents authorise their child going on the excursion *before* the excursion (unless it's a 'regular outing' and parents have authorised within the last 12 months). The authorisation must include the items listed in the Policy, including the excursion date (unless 'regular outing'), destination, proposed activities, type of transport (if any), length of excursion, number of children going, ratio of educators to children, number of extra adults attending, items child should bring and advice about availability of risk assessment
- always implement the Excursion Procedure to eliminate/minimise risks. In addition to the points above this includes completion of excursion checklist before excursion, process for checking rolls and doing headcounts when leaving service and destination, and process if child is ill/injured during excursion.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

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