



Educational Leader

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

A service reviewed what the NQF Guide said about element 1.3.1 and understood the Planning Cycle includes:

- **Observing/Collecting information** - what are children doing, how are they interacting etc?
- **Analysing the information** - what do children know, what can they do, what do they understand *in relation to the learning outcomes*
- **Planning learning** - strategies to support individual and group achievement of learning outcomes based on observations, analysis, family input and community
- **Implementing plans**
- **Documenting learning** – makes learning and planning cycle visible, promotes shared learning
- **Reflecting and evaluating** – can occur at every stage to improve learning outcomes

Observing/Collecting Information

Do educators:

- actively participate in children's activities as part of the 'observation' process ie not stand back and 'observe'
- collect information from families, enrolment forms and other records as well as observations?
- Collect enough information about a child to support their progress?

Analysing

Do educators:

- use the outcome indicators under the learning outcomes to analyse what children know, can do and understand?

Planning

Do educators:

- use their observations and analysis to plan learning that supports children to achieve the learning outcomes

- plan on the spot as well as making future learning plans
- talk to families in daily conversations to learn more about children's lives
- use children's relationships with their families and community to plan learning rather than using equipment/resources
- use the teacher strategies under the learning outcomes to extend children's learning
- plan for individual children as well as a group (**VIC, SA, ACT, WA and Tas only**)
- involve children in planning learning
- think of other ways to extend children's learning before doing art and craft?

Implementing

Do educators:

- include 'teachable moments' as part of your learning plans when these opportunities arise
- implement a variety of activities and experiences that engage children, recognise their strengths and interests, and connect them with their families and community?

Documenting

Do educators:

- document learning in ways that show all stages of the assessment and planning cycle (maybe ask them occasionally to include the stage names in their documentation)
- recognise and document all the wonderful learning they implement - with learning outcomes
- document what children say and feel
- use a variety of documentation methods eg photos, video, reflections, strength trees, learning stories
- prepare more documentation for children who attend more often
- document in ways that families and other educators can easily understand
- display learning documents in an attractive way?

Reflection/Evaluation

Do educators:

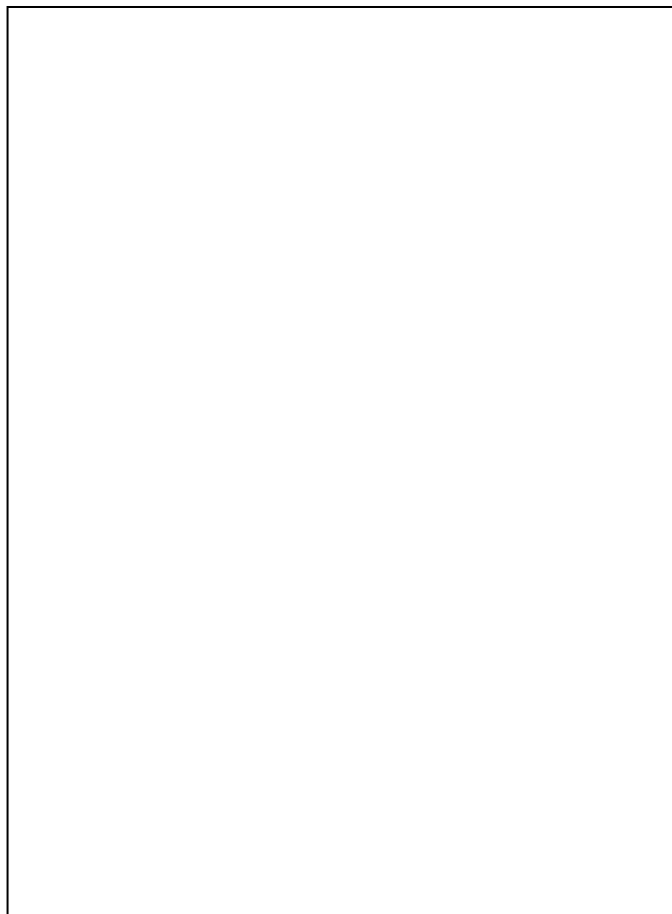
- regularly reflect on ways to improve each stage of the planning cycle

Week 16, 31 May - 4 June 2021- 1.3.1 Assessment and Planning Cycle

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- make sure they're open to the achievements and needs of all children during daily activities
- identify children who may need additional support
- understand how their planning cycle reflects and is guided by the service Philosophy and socio-cultural theories underpinning the learning outcomes?

Where do your educators need assistance? How will you help them?



National Quality Framework Policy

We are covered by and value the National Quality Framework which includes the My Time Our Place Learning Framework (MTOPL), the National Education and Care Law and Regulations, and the National Quality Standard covering seven Quality Areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

Services are assessed and rated on their performance. Rating levels include excellent, exceeding, meeting, working towards and significant improvement required.

We are committed to the continuous improvement of our practices and seek and value input from families and our community, including in respect of our Quality Improvement Plan.

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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