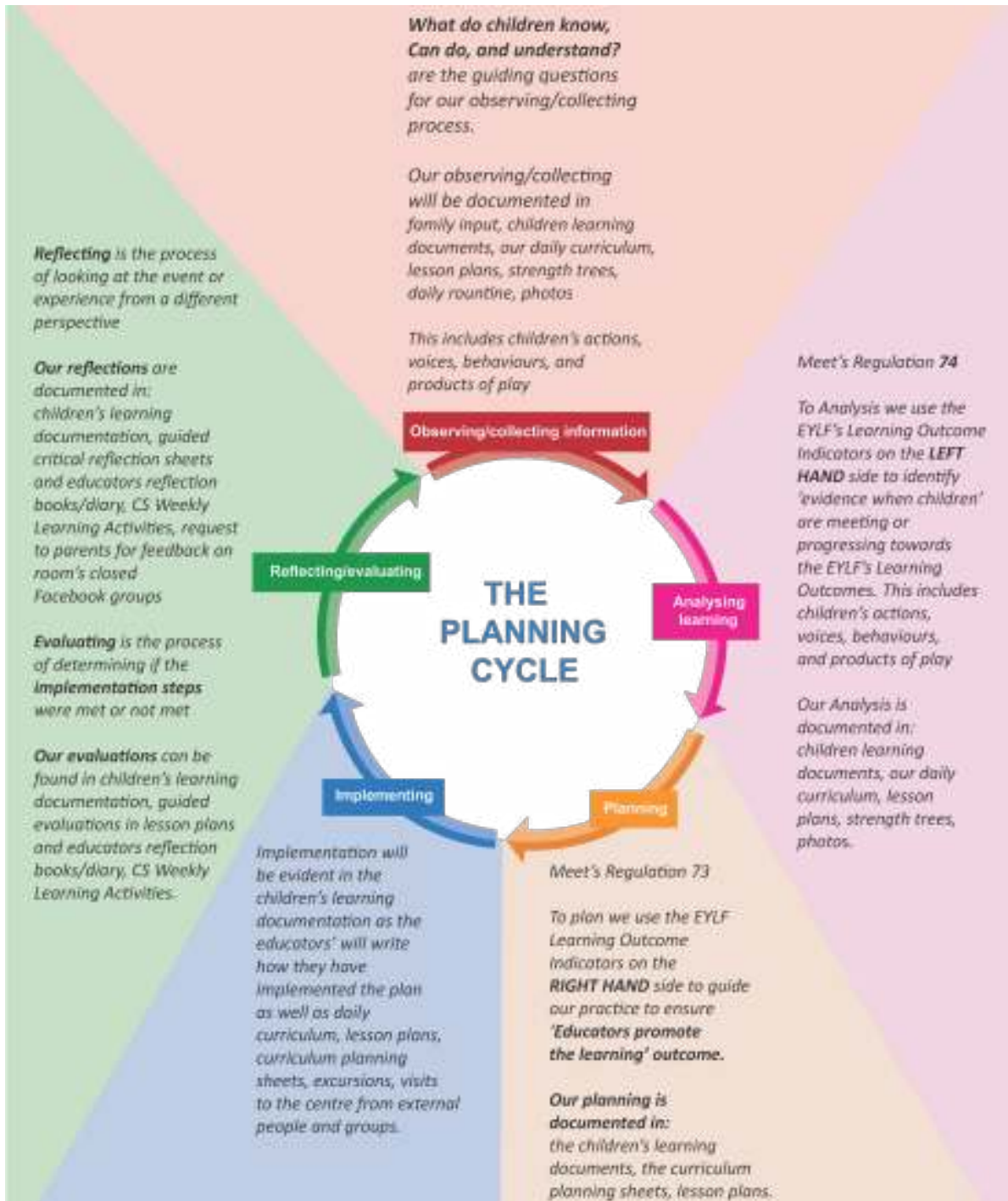




Educators - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

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



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Below is an example of a learning story that has been separated into boxes to show how each section meets the planning cycle provided in the NQF guidebook and the image above.

In the example, educators are responsive to children and use learning opportunities to extend learning immediately or as soon as possible - NOT next week as we did with the “follow-ons” of the past. We use the interest to extend learning in the 'here and now'. Learning possibilities then continue on to the next day or weeks. Learning is also about taking the learning further and “co-constructing” learning with the children and families, in the context **of the community we are situated in**.

We’re using last week’s QIP strength as the basis for this example

Learning Story Example	Stages of the planning cycle next to our learning documentation to show how it correlates.
<p>To support our philosophy which values inclusive teaching practices, we reflected on the best way to support a group of boys who were finding it difficult to engage in our program of activities. Educators felt they needed activities to help them burn off some energy ie activities requiring a higher level of physical activity and energy than what we currently offered.</p>	<p>Observing and collecting information Analysing Reflecting/evaluating</p>
<p>Educators brainstormed and decided to try introducing a punching ball – one that could be fixed to a wall or table so there was no danger of the ball springing back into their face. Educators also introduced some heavy medicine balls which were used in games like tunnel ball.</p>	<p>Planning</p>
<p>They helped children with game rules, and techniques to achieve the best outcomes eg throwing heavy balls down the tunnel.</p>	<p>Observing/collecting information by participating in activities Implementing</p> <ul style="list-style-type: none"> • Intentional teaching • Identifying children’s support needs
<p>Some children suggested moving the tunnel ball to a different area with a slight slope so they could use gravity. Educators discussed with children what they meant by gravity and how a slope would help.</p>	<p>Planning</p> <ul style="list-style-type: none"> • on the spot • using ‘teachable moments’ and intentional teaching to extend learning
<p>These activities were very successful and educators went on to include them in a mini workout routine after this was suggested by children they designed with the help of a Service Mum who is a personal trainer.</p>	<p>Planning extending learning towards the learning outcomes Reflecting/evaluating</p> <ul style="list-style-type: none"> • working with community (service mum) • activities successful and further activities planned • using children as active participants


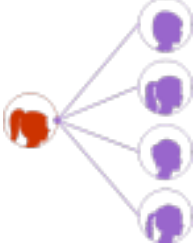


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Evaluate your learning documentation, can you identify the planning cycle in it? If not, what do you need to do to improve it?



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:


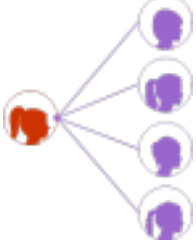


- Does the way you document children’s learning effectively demonstrate their participation and progress towards learning outcomes (included in improvement example)?
- Could you improve the way children are included in the planning process?
- Could you improve the way you assess what children know, can do, and understand (included in Improvement example)?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I love looking at diggers and seeing them move all the dirt. - Jaxon</p>	<p>Miss Penny discussed Jaxon’s love of diggers with the EL and together they planned some learning around diggers’ operation and use in the community.</p>
 <p>an educator</p>	<p>Jaxon likes diggers. I wonder what he knows about them. – Miss Penny</p>	<p>After reflecting the EL realised that other educators were having trouble planning and extending learning. She discussed this with the NS and now regularly assists educators though room/group visits and individual mentoring.</p>
 <p>your families</p>	<p>Jaxon’s been fascinated by diggers since he saw one excavating our backyard for our pool several years ago. I’d love to be able to talk about the way the machine works if I could! – Jaxon’s mum</p>	<p>Over time this has led to an improved understanding of the planning cycle and educators’ ability to link learning to the Learning Outcomes.</p>
 <p>theorist and current research</p>	<p>Development is viewed by Hedegaard (2004) as the relationship between the child and society. Development is not something that exists within the child, but rather takes place as the child interacts with his or her cultural community.</p>	



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Does the way you document children’s learning effectively demonstrate their participation and progress towards learning outcomes?
- Could you improve the way children are included in the planning process?
- Could you improve the way you assess what children know, can do, and understand?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)
Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of how you've used 'teachable moments' when implementing learning.</i>	<i>Please explain how your approach to assessment and planning reflects your service Philosophy. (included in QIP Strength example).</i>
<i>Please copy a documented learning activity that demonstrates all stages of the planning cycle.</i>	<i>Please give an example of a team reflection about the theories supporting your programming, including those underpinning the MTOP. (included in QIP example)</i>
<i>Please give an example of learning that included input from children, their families or community.</i>	<i>Please give an example of how you support children to participate in assessing and planning their own learning.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 1.3.1. 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.

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	

	ED1	ED2	ED3	ED4	ED5
Do you actively participate in children's activities as part of the 'observation' process ie not stand back and 'observe'?					
Do you use the outcome indicators to analyse what children know, can do and understand?					
Do you use your 'observations' and analysis to plan learning that supports children to achieve the learning outcomes?					
Do you include 'teachable moments' as part of your learning plans when these opportunities arise?					
Do you plan on the spot as well as making future learning plans?					
Do you implement a variety of activities and experiences that engage children, recognise their strengths and interests, and connect them with their families and community?					
Do you document learning in ways that show all stages of the assessment and planning cycle?					
Do you make learning documents visible and display them attractively?					
Do you reflect on or evaluate how you can improve each stage of the planning cycle?					