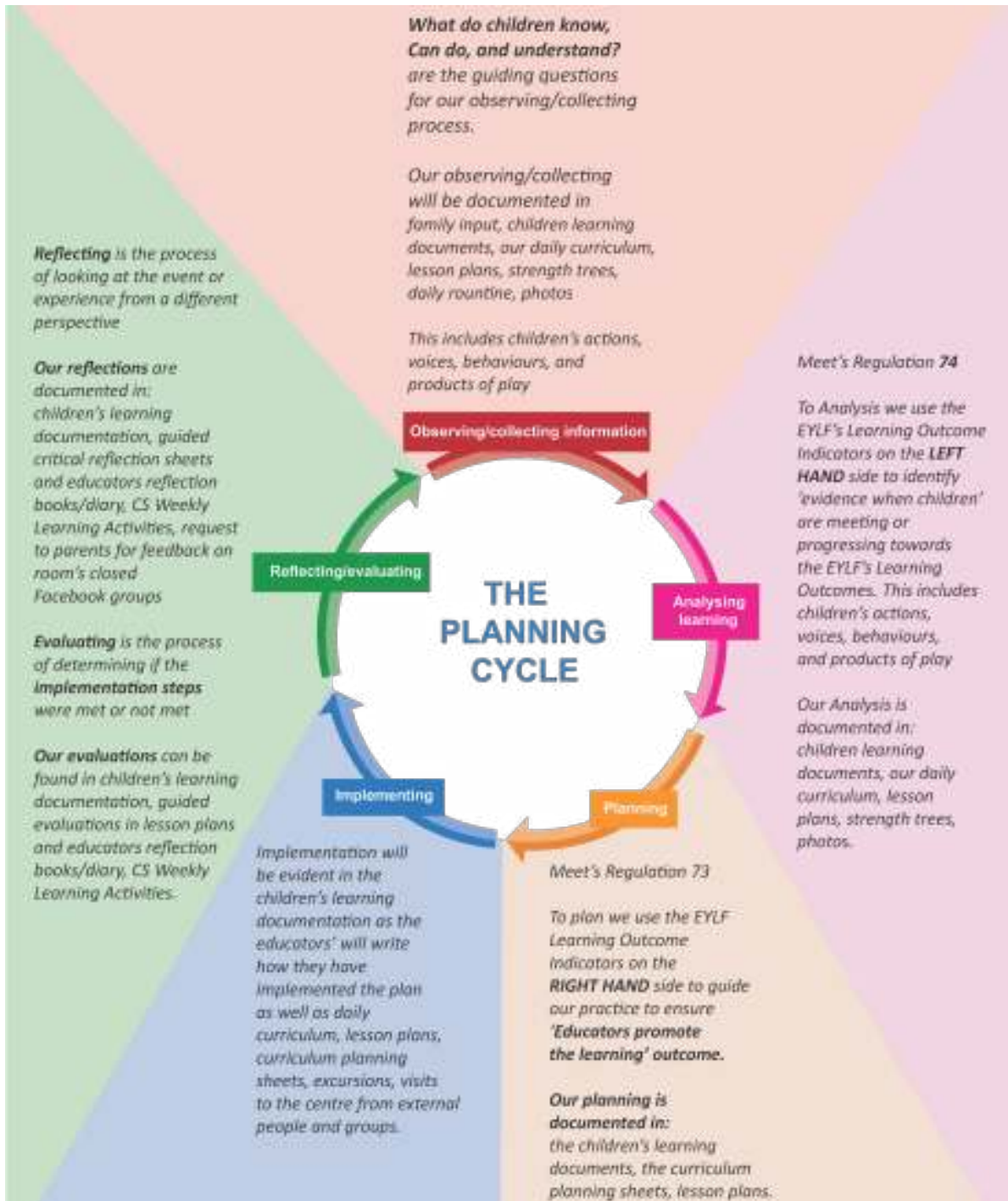




Educators - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

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.

Learning Story Example 1	Stages of the planning cycle next to our learning documentation to show how it correlates.
<p>Searching for seeds – Nursery 1 May 2021 As an extension on last week’s sustainability experience, Haley invited the children to a planned lesson where she offered an exploratory experience, handing the children an apple and an orange.</p>	<p>Implementing A plan from a previous experience to extend children’s learning towards the learning outcomes</p>
<p>By providing the children with this opportunity, Haley was able to share information and provide the children with access to resources related to our environment and the impact, or in this case the purpose, of human actions when we prepare these fruits for our mealtimes.</p>	<p>Planning Haley is showing how she is using the EYLF to guide her teaching practice and meet Reg 73</p>
<p>Angus, Hilary and Milo took it upon themselves to investigate with their taste sense before looking at the fruits and then back at Haley with confusion.</p>	<p>Observing and collecting information Reflecting/evaluating Haley has evaluated the children’s experience (“with confusion”)</p>
<p>Haley explained to the children, “That is an orange, and this is an apple. We are going to cut them open and look to see if we can find some seeds inside.” Haley encouraged each child to sit down around her, while she pointed out that she had a sharp knife and that we needed to keep our hands away and be patient while Haley cut into the middle of the apple first.</p>	<p>Implementing Haley is extending children’s learning towards the learning outcomes.</p>
<p>Once the apple was cut, Haley pointed out all the seeds appearing in the middle. “Wow, look at these. They are called seeds. Let’s see how many we can find. One, two, three, four, five, six! Six seeds!” explained Haley.</p>	<p>Implementing By Intentional Teaching</p>
<p>Haley continued to cut the apple into quarters. “Would we all like to have a taste of the apple?” Haley asked as she noticed a few hands slowly making their way closer to the pieces she’d previously put aside. Haley offered a piece of apple to each child.</p>	<p>Implementing Intentional Teaching Observing and collecting information</p>
<p>Harvey had just woken up during this time and was eager to have a taste and sit with his friends alongside Haley for some comfort while gradually waking up.</p>	<p>On the spot observing, planning and implementation Haley has now added another dimension to the learning. She is recognising that Harvey</p>

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	needs her to promote Learning Outcome 1, children feel safe, secure and supported.
Milo and Hilary expressed verbal sounds as they placed the apple into their mouths while Angus looked at his piece with deep curiosity before giving it a taste. Haley then held a cold piece of apple up to Liam's mouth before he mouthed around the edges, enjoying the cold sensation on his gums. Xavier looked at his apple with wonder before handing it back to Candy, expressing his lack of interest in tasting the apple.	Observing and collecting information Evaluation Haley has evaluated what the children are gaining from the experience
As the children were finishing off with their apples, Haley asked them, "should we see what's inside the orange?" before the children looked at her with a grin, almost as if to agree with her suggestion. Upon cutting the orange open, we discovered that there were no seeds, and after the children again utilised their senses to taste the orange, we collected all our scraps into a bucket for our chickens.	Implementing Intentional Teaching Evaluation Haley has evaluated by offering a similar experience with the orange and the children have agreed (with a grin) to say yes, successful, let's do it again.
Billie woke from a nap before Haley and Kerry showed her the seeds we had discovered inside the apple and offered her a piece of orange to taste for herself, though she preferred to take some more time to wake while having a cuddle with Kerry.	Implementing Identifying the needs of the child
During this experience, the children were given the opportunity to begin developing an understanding of our plants and our land while they also used their sensory capabilities to explore their environment.	Analysing Learning
Haley explained to the children that we could use the seeds to grow our own plants, though first we needed to dry the seeds out for at least two days before planting them into some soil.	Intentional Teaching Planning
Haley placed the seeds onto some paper towel in preparation for an upcoming experiment. During this process we can document how long it will take for the seeds to sprout and what it will take for us to care for them.	Planning Haley is showing how she plans a future experience to extend on the children's knowledge.

In the example above, educators are responsive to children and will use the learning opportunity 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.

Extending learning does not mean we plan a resource like we did in follow-ons. Planning is not all about resources. It is about taking the learning further and "co-constructing" learning with the children and families, in the context **of the community we are situated in**. See the example below.

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<p>Learning Story Example 2</p>	<p>Stages of the planning cycle next to our learning documentation to show how it correlates.</p>
<p>Construction work - Tehanna 3rd May 2021 While playing outside, <u>the children became curious and imaginative about their environment (LO 4.1)</u> when they noticed a digger on the other side of the fence moving and making a lot of noise. Miss Tehanna and Miss Amanda had noticed <u>the children confidently using their verbal and non-verbal communication</u> by making sounds and pointing at the digger behind the fence as the children were happily playing outside (LO 5.1).</p>	<p>Observing and collecting information</p>
<p><u>Miss Amanda and Miss Tehanna built connections between the early childhood setting and the local community (L.O2.1)</u> as they thought it would be a great experience for the children to go on an excursion to see the progress on the construction site. Miss Tehanna and Miss Amanda helped the children put on their school vests and shoes. As it was too windy they decided to leave the children's hats off as they would just blow away but for the safety of the children we applied sunscreen.</p>	<p>Planning Tehanna is showing how she is using the EYLF to guide her teaching practice and meet Reg 73 Implementing the plan now! Evaluating the environment</p>
<p>Miss Tehanna explained to the children “we have to hold onto our educators’ hands when we go for our walk.” On our walk outside we ran into Jayden and his mum Liyana who were coming into the centre. Miss Tehanna asked Liyana if she would like to join our visit to the construction site. Miss Tehanna asked “can we sit down and watch the digger?” <u>The children felt confident to express their own opinion throughout the experience LO 2.1</u> . Bryleigh and Evie responded “Yeah” as they sat down. The children saw Evie and Bryleigh sitting down and decided to join them, <u>confidently engaging in a large group experiences LO 5.1.</u></p>	<p>Other learning integrated to show ‘teachable moments’</p>
<p>Miss Amanda asked “are they digging?” Kayden nodded his head with excitement. Evie and Bryleigh answered “Yeah” Miss Tehanna added “can we see all the dirt they pulled up with the digger?” Evie responded “oh wow!” Jaxon added “wow,” Claire “yeah “as she pointed at the digger. Miss Amanda replied “look they are putting some water in the</p>	<p>Observing and collecting information Analysing Learning Intentional teaching</p>

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<p>hole to make it easier for them to dig.” Bryleigh said “water. hole.” Miss Tehanna added “that’s right Bryleigh.”</p>	
<p>Miss Amanda replied “now they are measuring the hole to see if the hole is deep enough” Bryleigh and Evie responded “Yeah” while nodding their head. Jaxon added “wow.” Miss Tehanna asked, “can we shake like the digger to get all the dirt off?”</p>	<p>Analysing Learning Amanda is analysing potential learning on the spot then does Intentional teaching</p>
<p><u>The children are aware of their capabilities and independence LO 3.1</u> as they jumped up and started to shake like the digger. Miss Tehanna said “wow we are doing a great job shaking. Jayden do you think they will dig another hole?’ Jayden looked at his mum before saying “yeah!”</p>	<p>Analysing Learning Left hand side indicators under the EYLF learning Outcomes used.</p>
<p>As the digger started to move to a different spot Miss Tehanna said “is the digger moving?” Jayden, Jaxon and Hamish replied “yeah.” Miss Amanda responded “oh wow look they are putting a new piece on the digger.” Claire replied “wow” as she pointed. Jaxon squealed with excitement. Throughout our time at the construction site AJ was amazed with the digger and the people. He wouldn’t take his eyes off them. AJ was a little upset when they stopped digging but with comfort and support from his educators he was happy to go back to the centre.</p>	<p>Analysing Learning Educators have no control over the learning environment but they are constantly analysing the potential learning, then Implementing Intentional teaching</p>
<p>The building next door has created a wonderful potential learning environment and Fatema and Tehanna have used this and planned an experience extending upon what was previously learnt</p>	<p>Planning</p>
<p>Miss Fatema and Miss Tehanna built connections between the early childhood setting and the local community (LO 2.1) as they thought it would be a great experience for the children to go on an excursion to see the progress on the construction site and how it has changed since we last saw it.</p>	<p>Implementing the plan from a previous experience to extend children’s learning towards the learning outcomes</p>
<p>Miss Tehanna and Miss Fatema helped the children put on their school vests, shoes, hats and also applied sunscreen.</p>	<p>Other learning integrated to show teachable moments /intentional teaching</p>

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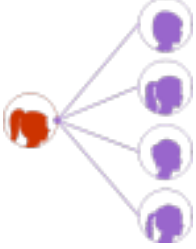


<p>Once outside Miss Tehanna asked “does it look different than the last time we saw it?” The children felt confident to express their own opinion throughout the experience LO 2.1. Evie and Hamish responded “Yeah”. Kayden used his non- verbal communication methods as he nodded his head.</p>	<p>Implementing the plan and extend children’s learning towards the learning outcomes</p>
<p>The children confidently engaged in a small group experience LO 5.1. Miss Tehanna added “can we see the diggers like last time?” Evie replied “oh no all gone.”</p>	<p>Implementing</p>
<p>Hamish pointed to the building. Miss Tehanna said “that’s the new building they put up. It wasn’t there last time we came for a look.” Hamish and Evie replied “Yeah.” Miss Tehanna and Miss Fatema sat with the children for awhile and looked at what has changed since the last time they visited.</p>	<p>Observing and collecting information Implementing</p>
<p>Evie and Hamish turned to Miss Tehanna and pointed back to the school. Miss Tehanna asked “would we like to go back to school?” Evie and Hamish replied “Yeah.”</p>	<p>Observing and collecting information</p>
<p>Once we arrived back at the centre Miss Tehanna asked, “what did we see on our walk?” Evie answered “Car!” Hamish pointed to the building out the back door. Miss Tehanna replied, “we did see some cars and the building. Did we have fun?” Evie and Hamish replied “Yeah!” while Kayden nodded his head.</p>	<p>Reflection and Evaluation with the children as active participants.</p>

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:


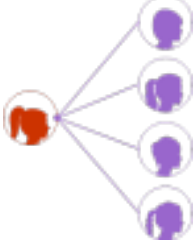


- Does the way you document children’s learning effectively demonstrate their participation and progress towards learning outcomes (included in improvement example)?
- Could you improve the way children are included in the planning process?
- Could you improve the way you assess what children know, can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



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- 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 EYLF. (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?					

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