



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - 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.

What does the cycle look like in children's learning documentation? We've included two real examples below. It's not necessary to label the different parts of the cycle as we have below, but it can help educators learn to recognise, document and implement all parts of the cycle.

Outing to the duck pond

This afternoon Miss Lani and Miss Erin built connections between the service and the local community as they took the children for a walk to the duck pond. "I can see a goose" said **Liza** pointing to the pond. "I can see lots of Indian mynah birds. They're pests 'cos they're not native" said **Nate**. "Can we sit next to the duck pond?" asked **Liza**. The children could all hear a very loud buzzing. Miss Erin asked "What can we hear?"

(Collecting information) "Crickets!" said **Jules** and **Missy**. **(Analysing information)** "It's a cicada very high

up in the tree," said Erin. They leave hard shells behind when they shed their skin that look like real cicadas. I'm not sure if you would have ever seen a cicada before **(Reflecting)** Let's have a look and see if we can find some." **(Planning and Implementing)**

Would this approach be something you could try with your educators?

What other support might they need to understand, implement and document all parts of the assessment and planning cycle?

We recommend you read the ACECQA Fact Sheet [Documenting Programs for School Age Children](#) which explains the different expectations and requirements for school age children in the various States and Territories. We've included it in this week's email.



National Quality Framework Policy

We are covered by and value the National Quality Framework which includes the My Time Our Place Framework for School Age Care, 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.

Educator’s Name	Educator’s Signature