



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.

Spontaneous outside play – Jackson and Harper

Miss Maddi found Jackson who had spotted Harper standing on her own looking a little bit sad. "Are you ok Harper, you look sad?" (Collecting information) Harper looked up at Miss Maddi as Jackson came over and tried to give her a cuddle. Harper, not understanding what he was doing, tried to push him away. (Analysing information) "It's ok Harper. Jackson saw you were sad and wanted to give you a cuddle to make you feel better like this?" Miss Maddi then demonstrated to Harper by giving herself a hug. "See like this - he just wants to give you a cuddle - is that ok?" Harper looked at Jackson and then held out her arms to receive Jackson's cuddle. (Planning and Implementing learning) Harper smiled happily as they pulled away from each other. Miss Maddi could see they were both smiling happily

showing that the cuddle made them both feel better. They then maintained a respectful and trusting relationship with each other (L/O 1.1) (Evaluating and analysing learning)

Spontaneous outside play – Olivia

Miss Maddi found Olivia and Miss Avril over at the seesaw exploring and investigating how it goes up and down when there are two people on either side (Collecting information) "Would you like to hop on and have a little turn on your own?" asked Miss Maddie. Olivia looked down at the see-saw and shook her head indicating she did not want to hop on yet but just watch as it goes up and down. Olivia showed she is able to apply their mathematical knowledge to problem solving (L/O 4.2) (Analysing information). "That's okay," said Miss Maddie. "You can have a go later if you like," (Planning learning) recognising that Olivia was not feeling confident enough yet to try out this new activity (Reflecting).

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?



1.3.1 Assessment and Planning Cycle

National Quality Framework Policy

We are covered by and value the National Quality Framework which includes the Early Years Learning Framework, 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

1.3.1 Assessment and Planning Cycle