



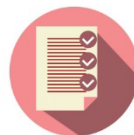
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



## Educators

**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.



Solving Problems with the NQS

**Problem the element can solve** – there's lots of evaluation happening but not much reflection.

**Aim:** Educators regularly reflect.

### Week 5, 28 February – 4 March 2022- 1.3.1 Assessment and Planning Cycle

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**Select just one point** from the element that could help guide or change your practice.

*Assessors may discuss*

- *the how the educational leader supports educators to engage in reflective practice that is in line with current recognised approaches (page 136 NQF Guide)*

**Reflect and think about the point** in relation to critical reflection. *“Does the Educational Leader help us understand and implement critical reflection?”*

**Practice change** – After attending Centre Support’s critical reflection training, the Educational Leader held some training sessions and encouraged all educators to come for one-on-one help if they needed more support with their reflective practice. All educators must now submit at least 1 example of their reflections to the EL every week, who will follow up where required.

**Problem to improve upon** – Learning documentation is simply a photo with words explaining a bit more about what you can see in the photo.

**Aim:** To write learning documentation that explains what you can’t see in the photo eg where idea came from, what child’s feeling, educator reflection link to learning outcomes.

**What to do:** Go to the NQS element that could help, eg for this example Element 1.3.1 Assessment and planning cycle.

**Select just one point** from the element that could help guide or change your practice.

- *Documentation enables the assessment and planning cycle to be visible to educators and families. (page 132 NQF Guide)*

**Reflect and think about the point** in relation to Service learning documentation. Does it show all parts of the assessment and planning cycle?

**Practice change** – we’ve started labelling the different parts of the assessment and planning cycle when writing our learning stories to help educators think about and show how they’re implementing each part.

From the list below, select a point you could aim to improve with your everyday practice:

- extend children’s learning without using art and craft
- take children on regular outings into the community
- complete risk assessments properly: identify all potential risks and the actions required to eliminate the risks or reduce to acceptable levels
- complete daily checklists of indoor and outdoor premises
- adjust an activity so all children can participate in the same way, including those with additional needs – rather than adjusting the activity for that child only.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

What NQS Element could help you to think about the problem differently?

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**

## **Week 5, 28 February – 4 March 2022- 1.3.1 Assessment and Planning Cycle**

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Checklist

### 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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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?   |     |     |     |     |     |

### Week 5, 28 February – 4 March 2022- 1.3.1 Assessment and Planning Cycle

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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:

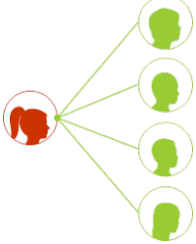
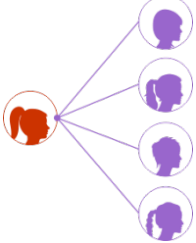
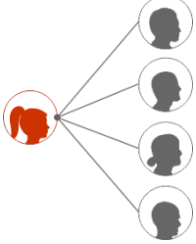
- Am I confident implementing all parts of the assessment and planning cycle? What parts could I strengthen? (eg see QIP/SAT improvement example)
- What do I need to be able to properly implement the assessment and planning cycle?
- Does my documentation prove I’m implementing the assessment and planning cycle? How does it/could it do this?

| Critically reflect through the eyes of:     | Write your critical reflection below  | What changes did you or will you make because of the reflection?  |
|---|---|---|
| <p><b>a child</b></p>                       | I used the hole punch to put holes in my butterfly. The others threaded a pattern around the edge but I liked twirling it around my head using the thread as a kite string (Trey).  | The reflection showed the EL educators may not understand how to use the EYLF/MTOP Outcome indicators to assess and document the ‘analysing’ part of the assessment and planning cycle.<br><br>The EL held some training sessions, then regularly followed up with educators, including checking children’s learning documentation. |
| <p><b>an educator</b></p>                   | I see Trey loves using the hole punch. We were using it in a threading activity but he started exploring how the hole punch worked and I talked about the spring mechanism and cutters. What does Trey know though? I’m not sure I could write that down.   |   |
| <p><b>your families</b></p>                 | Trey’s always exploring how things work. He spends hours taking things apart and putting them back together. (Trey’s mum)   |   |
| <p><b>theorist and current research</b></p> | Examples of what Trey knows using MTOP Outcomes.<br>Children:<br>1.1 confidently explore and engage with social and physical environments through relationships and play<br>2.1 broaden their understanding of the world in which they live<br>4.1 initiate and contribute to play and leisure experiences emerging from their own ideas<br>4.2 manipulate objects and experiment with cause and effect through trial and error |   |



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



## Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

| For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)   | For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)   |
|---|---|
| <i>Educators use 'teachable moments' to promote learning. For example</i>                                 | <b>Embedded Practice</b><br><i>Please explain how your approach to assessment and planning reflects your service Philosophy.</i>  |
|   |   |
| <i>Educators ensure their practice includes all stages of the planning cycle. For example</i>             | <b>Critical Reflection</b><br><i>Please give an example of a team reflection about the theories supporting your programming, including those underpinning the EYLF/MTOP. (eg see QIP/SAT Strength example).</i> |
|   |   |
| <i>Please give an example of learning that included input from children, their families or community.</i> | <b>Engagement with families and community</b><br><i>Please give an example of how you support children to participate in assessing and planning their own learning.</i>   |
|   |   |