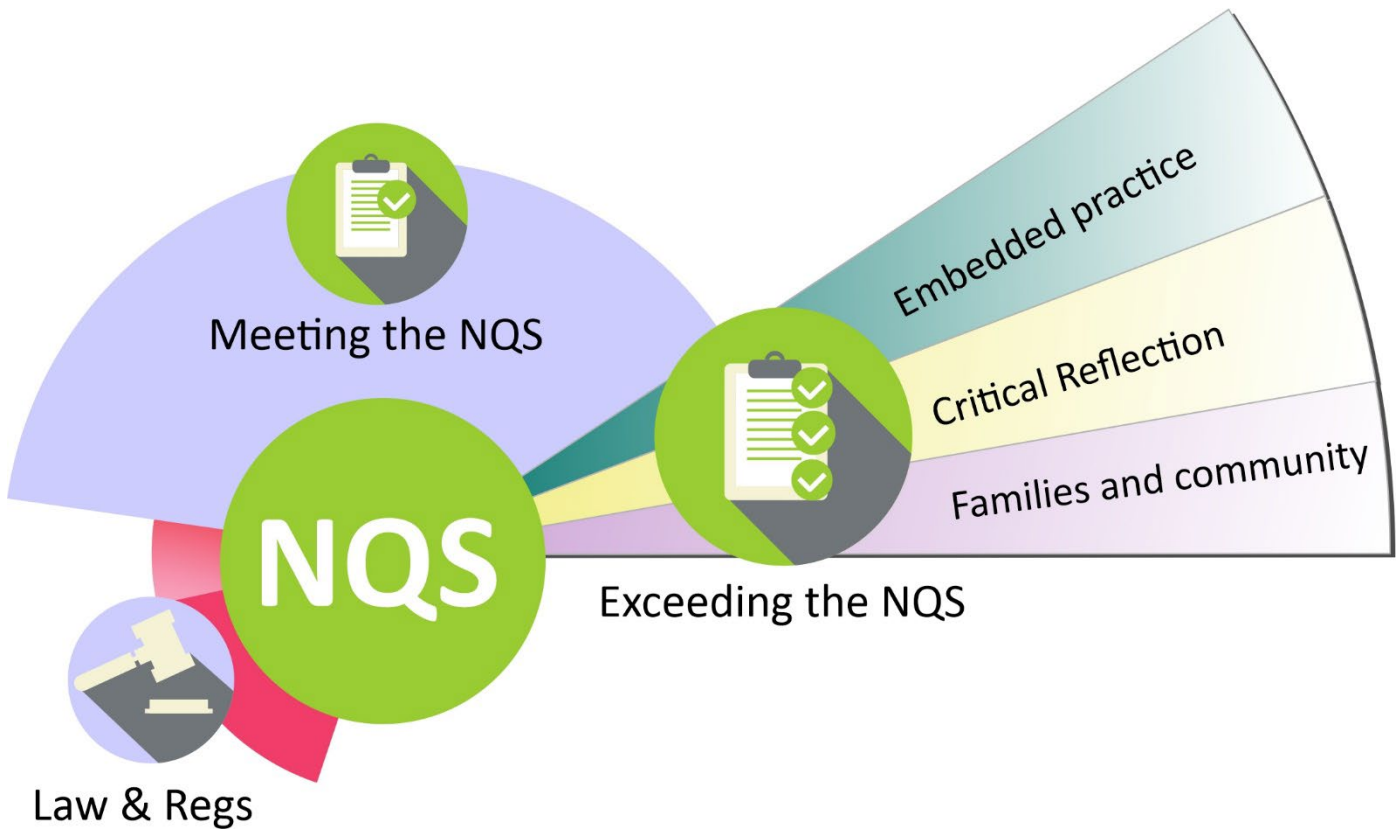


Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

**Section 1. We show you exactly what is required for this element to be meeting and exceeding.**



**First step:** We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

***The Educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.***



### Law & Regs program

We have covered the Law and Regulations for this element in the previous weeks. They include:

**Regulation 74 Documenting of child assessments or evaluations for delivery of educational program**

- (1) The approved provider .... must ensure that, for the purposes of the educational program, the following are documented for a child preschool age or under

- (i) assessments of the child's developmental needs, interests, experiences and participation in the educational program and
- (ii) assessments of the child's progress against the outcomes of the educational program.
- (2) In preparing the documentation, the approved provider must (a) consider
  - (i) the period of time that the child is being educated and cared for by the service and
  - (ii) how the documentation will be used by the educators at the service and

### Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle

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- (b) prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.

Note. A compliance direction may be issued for failure to comply with sub regulation (1).

**Evidence to show compliance** to the Law and Regs can be found in our curriculum and demonstrated through the use of the learning outcomes.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



## Meeting the NQS

**Looking at the element in detail** - Element 1.3.1 a 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.

**Meeting** - To support children's learning, educators use a planning cycle. They begin by observing and collecting information about what the children are doing and how they are interacting. Next, they analyse this information to determine what the children already know, what they can do, and what they need to learn in relation to the learning outcomes. Based on this analysis, the educators then plan learning strategies to support individual and group achievement of the learning outcomes, taking into account family input and community resources. After planning, they implement their plans, documenting the learning to make the

learning and planning cycle visible and promote shared learning. Finally, they reflect and evaluate at every stage to improve learning outcomes.

Please note that the above in green can go directly into your QIP or SAT (NSW only) with your examples added to it.



## Exceeding the NQS

Our approach to assessment and planning reflects our service philosophy. Our:

- high-quality assessment and planning cycle is based on children's interests and strengths.
- educators actively involve and use spontaneous teachable moments.
- true critical reflection often leads to changed practices.
- educators are involved in all children's play and activities, which helps with assessment, analysis, planning, implementing, and extending learning stages.
- educators recognise children's strengths and needs and plan accordingly.
- educators plan and implement activities that reflect diverse cultures and views.
- educators plan and implement activities that promote positive relationships and respect for others.

**Exceeding – Embedded Practice** Our approach to assessment and planning reflects our service Philosophy. We use a shared-agency approach and critical reflection, which often lead to changed practices. Our educators plan and implement activities that promote positive relationships and respect for others. Our educators are involved in children's play and activities, which informs assessment, analysis, planning, and implementing and extending learning stages. Our Ed Leader recognises and plans for children's strengths and needs.

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### Critical Reflection

**Exceeding - Critically Reflecting -** Educators reflect on the theories supporting our programming, including those underpinning the EYLF. For example, the theories that influence the development and implementation of the curriculum include from EYLF 2023 V2 book p13:

“Early childhood educators draw upon a range of perspectives in their work which may include:

- **developmental theories** that focus on describing and understanding the influences on, and processes of children’s learning, development, and wellbeing over time.
- **socio-cultural theories** that emphasise the central role families and cultural groups play in children’s learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development
- **practice theories**, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children.
- **ancestral knowledges** are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples.
- **place-based sciences** that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities.
- **critical theories** that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently.
- **feminist and post-structuralist theories** that offer insights into issues of power, equity and social justice in early childhood settings.

**Exceeding – Critical reflections.** Educators reflect on the theories supporting our programming, including those underpinning the EYLF. For example, we reflect in our Monday meetings, and our educators follow this up

during the week. We have explored post-structuralist theories that offer insights into issues of power, equity, and social justice in early childhood settings and potential risks to practice that might emerge.

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### Families



### Community Links

Educators consistently involve families in the assessment and planning of their child’s learning. This includes:

- Regular meetings are held to discuss the child's progress and development.
- Educators provide updates, share observations and assessments, and invite families to share their own observations and insights.
- Regular opportunities are provided for families to participate in their child's learning experiences.
- Educators share resources and strategies for supporting their child's learning at home.
- We collaborate with families to ensure a consistent approach to learning and development.
- We involve families in assessment and planning to create a stronger partnership between home and service.

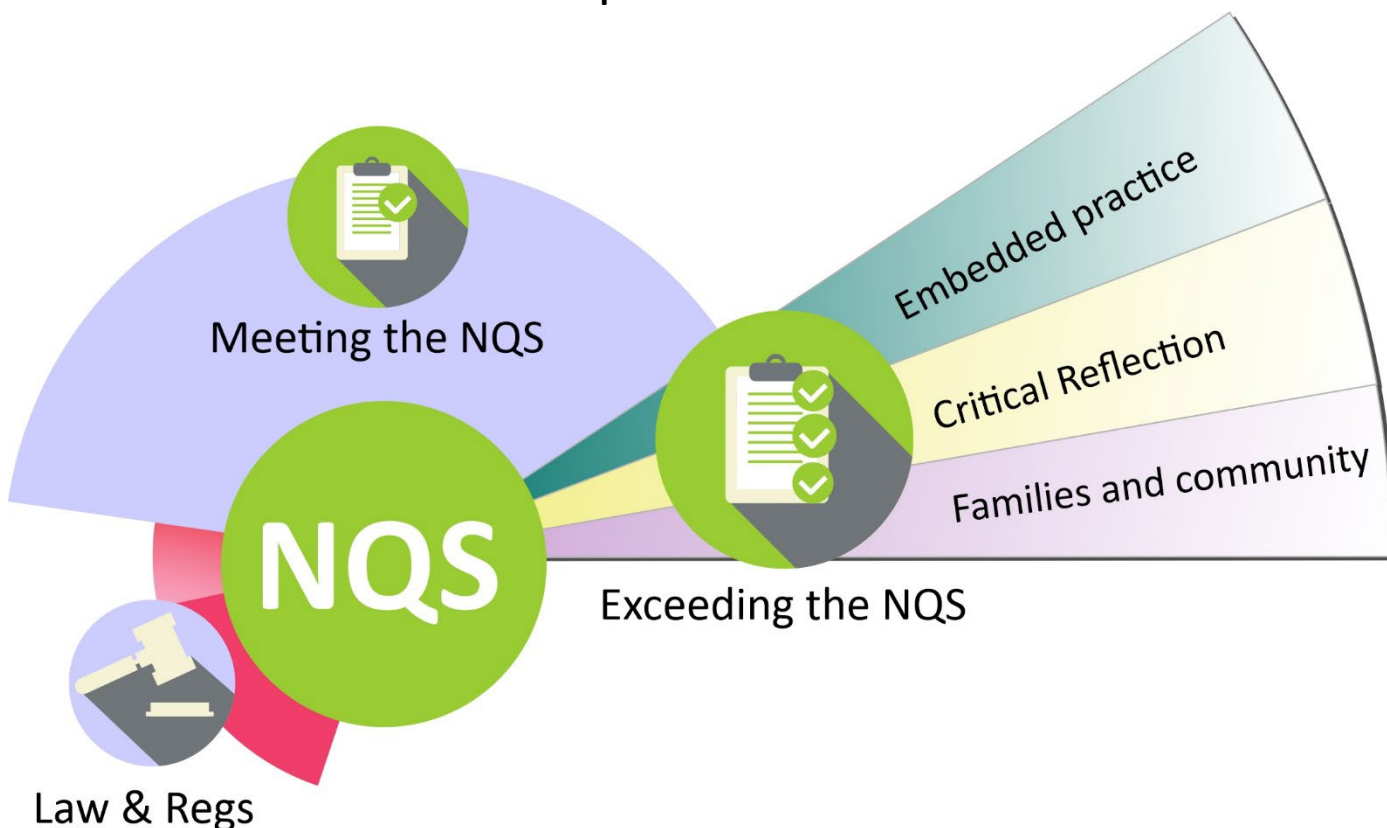
**Exceeding – families and community** Our educators consistently involve families in the assessment and planning of their child’s learning. Conversations at drop-off and pick-up reveal families’ expectations or their child’s strengths, behavioural and social needs, and interests in specific topics. We display our curriculum on the wall to gain family input, post open communication daily through our closed Facebook groups, and conduct parent-teacher portfolio nights four times a year to co-plan.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

### Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle

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.

### Educational Leader and Nominated Supervisor



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **5 things** that you need to do with your service and educators.

- (1) Review the points from the Law and Regulations and make yourself familiar with them.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) Guide your educators to ensure they are at the meeting level, use the examples in their section and the checklist to help you know exactly what is required.
- (4) Explore the exceeding themes with the examples in the educators section and your section for critical reflection
- (5) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

#### Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle

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## Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Lily asks what educators have to assess exactly. Please respond.		
Miss Daphne says assessment usually involves comparing something against a standard. What are they comparing children's needs, interests, experiences and participation against? Please explain.		
Mr Kyle is confused about how much assessing educators need to document. What's your response?		

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## Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 13.3.23	I was called into do lunch covers so I used the time to demonstrate practice	Nursery	I need to remember, what you don't know you don't know, so that is why it is so good to demonstrate practice and show and describe why we do things.	Follow up with the educators to ensure the demonstrated practice is continued.
Monday 13.3.23				
Tuesday 14.3.23				
Wednesday 15.3.23				
Thursday 16.3.23				
Friday 17.3.23				

General thoughts or ideas

**Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle**

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## Critical Reflection

from EYLF 2023 V2 book p13:

### **Exceeding - Critically Reflecting -**

*Educators reflect on the theories supporting our programming, including those underpinning the EYLF. For example, the theories that influence the development and implementation of the curriculum include*

**Let's have some fun** and see how “Early childhood educators draw upon a range of perspectives in their work” and use the example of a child that refuses to sit at a table to eat their food. In blue is the theoretical description from the EYLF and then a process of how the educator could go about reflecting upon it with examples of the insight that may be gained, and practice change that may occur by using this type of high level critical reflection.

**Developmental theories** that focus on describing and understanding the influences on, and processes of children’s learning, development, and wellbeing over time.

For example, an educator may use Erikson's psychosocial theory to reflect on how to best support a child who does not want to sit at the table for meals.

The educator would begin by observing the child's behaviour and considering how it aligns with Erikson's theory, which emphasizes the importance of social-emotional development and the stages of psychosocial development that children go through as they grow.

They would reflect on how the child's behaviour may be influenced by their psychosocial development and how they could use this understanding to support the child's learning and development. For example, the educator may consider how the child's need for autonomy and independence may be at odds with the expectation to sit at the table during meals.

The educator would consider strategies that support the child's sense of autonomy and control over their eating experience. This may include offering choices about what foods to eat or how to sit at the table, or engaging the child in conversation to promote a positive mealtime environment.

The educator would also consider how to support the child's social development, for example, by promoting social interactions and relationships during mealtimes. The educator could encourage the child to engage

with peers during mealtime or use mealtime as an opportunity to model positive social behaviours and skills.

### **Action planning steps from critical reflection:**

- Offer choices about what foods to eat or how to sit at the table.
- Engage the child in conversation to promote a positive mealtime environment.
- Encourage the child to take ownership of their mealtime experience.
- Model positive social behaviours and skills during mealtime.
- Use mealtime as an opportunity to promote social interactions and relationships.

**Socio-cultural theories** that emphasise the central role families and cultural groups play in children’s learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development.

For example, the educator would begin by considering the social and cultural context of the child's behaviour, reflecting on how their home culture may influence their attitudes and behaviours towards mealtime. The educator would respect the child's cultural practices and beliefs surrounding mealtime and seek to create a learning environment that is respectful and inclusive of diverse backgrounds and cultures.

The educator would also consider the importance of building respectful relationships with families and cultural groups, seeking their input and feedback to create a more culturally responsive approach to learning and development. The educator may work with families to incorporate cultural practices into mealtime, such as offering foods that are traditionally eaten in the child's culture or incorporating cultural songs or stories.

The educator would consider how to support the child's learning and development by incorporating the child's cultural background into learning experiences. For example, the educator may incorporate cultural stories or language into mealtimes to promote language development and cultural understanding.

### **Action planning steps from critical reflection:**

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**Practice theories**, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children.

The educator may use affordance theory to reflect on how the physical environment can offer possibilities for activity and promote children's learning when supporting a child who does not want to sit at the table for meals.

The educator would begin by considering the physical environment of the mealtime area and how it could offer affordances for the child's engagement and exploration. They would reflect on how the environment could offer possibilities for the child's participation in mealtime, such as providing different seating options or incorporating visual or sensory materials to promote engagement.

The educator would also consider the child's interests and needs, reflecting on how the environment could be tailored to support the child's sense of autonomy and control over their eating experience. For example, they may provide materials for imaginative play during mealtime, such as play dishes or utensils, to promote the child's engagement and interest in the mealtime experience.

The educator would use the environment to scaffold learning experiences by using the affordances offered by the environment to promote the child's learning and development. For example, they may incorporate learning experiences into mealtime, such as using play dishes to practice counting or incorporating conversation starters to promote language development.

**Ancestral knowledges** are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples.

The educator would begin by reflecting on the ways in which Ancestral knowledges can inform their practice, such as the importance of family and community in Aboriginal and Torres Strait Islander cultures. They would consider how this knowledge could be used to support the child's social and emotional wellbeing and their sense of connectedness to their culture.

The educator would also consider the child's behaviour in the context of their culture, reflecting on

how cultural practices and beliefs may influence their attitudes and behaviours towards mealtime. They would seek to create a learning environment that is respectful and inclusive of diverse backgrounds and cultures, and that recognizes the importance of cultural practices in promoting wellbeing.

The educator would work with the child and their family to incorporate cultural practices into mealtime, such as offering traditional foods or incorporating cultural songs or stories. They would also create opportunities for the child to connect with their culture and community, such as inviting Elders or community members to share their knowledge and wisdom with the children.

#### **Action planning steps from critical reflection:**

- Use Ancestral knowledges to inform practice, such as the importance of family and community in Aboriginal and Torres Strait Islander cultures.
- Modify mealtime practices to better respect and incorporate cultural practices and beliefs.
- Offer traditional foods or incorporate cultural songs or stories.
- Create opportunities for the child to connect with their culture and community, such as inviting Elders or community members to share their knowledge and wisdom with the children.

**Place-based sciences** that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities.

The educator would begin by reflecting on how the local community's funds of knowledge, such as experiences and understandings related to local food systems and traditions, could be used to support the child's learning and development. They would consider how this knowledge could be used to foster community connections and build a sense of place-based identity in the child.

The educator would consider the communities use of fast food and drive through food collection as well as the new Covid practice of having food delivered 'Direct to Car Boot' to see how that would affect the concepts of preparing and eating for the children in that 'place' (local community).

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The educator would also consider the importance of building relationships with the child and their family, seeking to understand the child's behaviour in the context of their experiences and understandings. They would work with the family to incorporate local food traditions and practices into mealtime, such as incorporating locally sourced foods or involving the child in the preparation of meals.

The educator would use place-based sciences to scaffold learning experiences by incorporating local knowledge and practices into learning experiences. For example, they may use local food systems to teach about plant growth and nutrition or incorporate traditional stories and songs into mealtime to promote language development and cultural understanding.

#### **Action planning steps from critical reflection:**

- **Conducting research:** conduct research on the local community's food systems and traditions to gain a deeper understanding of how these could be incorporated into learning experiences.
- **Building relationships:** build relationships with the child and their family, seeking to understand their experiences and understandings related to local food systems and traditions.
- **Incorporating local food traditions:** work with the family to incorporate local food traditions and practices into mealtime, such as involving the child in the preparation of meals or incorporating locally sourced foods.
- **Creating learning experiences:** incorporate local knowledge and practices, such as using local food systems to teach about plant growth and nutrition or incorporating traditional stories and songs into mealtime.

**Critical theories** that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently.

The educator would begin by reflecting on their assumptions about mealtime and how these assumptions may be affecting the child's behaviour. They would consider how societal expectations around mealtime may be influencing their decisions and how these decisions may be affecting the child differently.

The educator would also consider the child's perspective and seek to understand their behaviour in the context of their experiences and feelings. They would work with the child and their family to understand their needs and preferences around mealtime and seek to create a learning environment that is responsive to their needs.

The educator would use critical theories to scaffold learning experiences by challenging assumptions about mealtime and considering how their decisions may affect the child differently. For example, they may consider how seating arrangements or mealtime activities may be affecting the child's behaviour and seek to create a more inclusive and responsive learning environment.

#### **Action planning steps from critical reflection:**

- Use critical theories to examine societal expectations around mealtime and how they may be influencing decisions.
- Reflect on personal assumptions and biases related to mealtime expectations and how they may be affecting the child's behavior.
- Seek input from the child and their family to gain a deeper understanding of their needs and preferences around mealtime.
- Use critical theories to challenge assumptions about mealtime and consider how decisions may affect the child differently.
- Modify seating arrangements or mealtime activities to better meet the child's needs and preferences.

**Feminist and post-structuralist theories** that offer insights into issues of power, equity and social justice in early childhood settings.

The educator would begin by reflecting on how power dynamics may be at play in the mealtime situation and how these dynamics may be affecting the child's behaviour. They would consider how societal expectations around mealtime may be influenced by gender and how this may be affecting the child's behaviour and sense of self.

The educator would also consider the child's experiences and feelings and seek to understand how they may be experiencing power dynamics in the mealtime situation. They would work with the child and their family to create a learning environment that

#### **Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle**

is inclusive, equitable, and respectful of diverse identities and experiences.

The educator would use feminist and post-structuralist theories to scaffold learning experiences by examining power dynamics in the learning environment and seeking to create a more equitable and just learning environment. For example, they may use mealtime as an opportunity to challenge gender norms and promote a more inclusive and equitable learning environment.

**Action planning steps from critical reflection:**

- Use feminist and post-structuralist theories to critically reflect on assumptions and biases related to gender and mealtime expectations.
- Incorporate activities and discussions that challenge gender stereotypes and promote diversity and inclusivity during mealtime.

- Use culturally responsive teaching strategies that promote respect for diverse cultures and backgrounds.
- Encourage children to share their thoughts and feelings about mealtime and create a learning environment where all voices are heard.

**Exceeding – Critical reflections.** Educators reflect on the theories supporting our programming, including those underpinning the EYLF. For example, we reflect in our Monday meetings, and our educators follow this up during the week. We have explored post-structuralist theories that offer insights into issues of power, equity, and social justice in early childhood settings and potential risks to practice that might emerge.

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**Week 7, 13 to 17 March 2023 – 1.3.1 Assessment and Planning Cycle**



## Answers from last week - Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Christine asks how element 1.2.3 relates to the Regs? Does it?	<p>Yes. Reg 73 'Educational Program' requires the educational program, for example, to ensure each child:</p> <ul style="list-style-type: none"> <li>• has a strong sense of identity</li> <li>• is connected to their world</li> <li>• has a strong sense of wellbeing</li> </ul> <p>The NQF Guide for element 1.2.3 mentions , for example, child directed learning: supports children to:</p> <ul style="list-style-type: none"> <li>• develop a strong sense of identity</li> <li>• explore their world</li> </ul> <p>make decisions which support their wellbeing.</p>	
Mr Jose asks what happens if educators don't implement child directed learning. Please respond.	Reg 73 says the Reg relates to section 168 of the Law 'Offence relating to required programs' – ie the Approved Provider or Nominated Supervisor can be fined up to \$20,000 if the educational program is not delivered in the way it should be.	
Miss Belle says she's confused by the word agency.' Please explain what children's agency means.	Giving children 'agency' means allowing and encouraging children to make choices and decisions about their learning, to initiate their own learning, and to take on age appropriate responsibilities and risk assessments.	

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