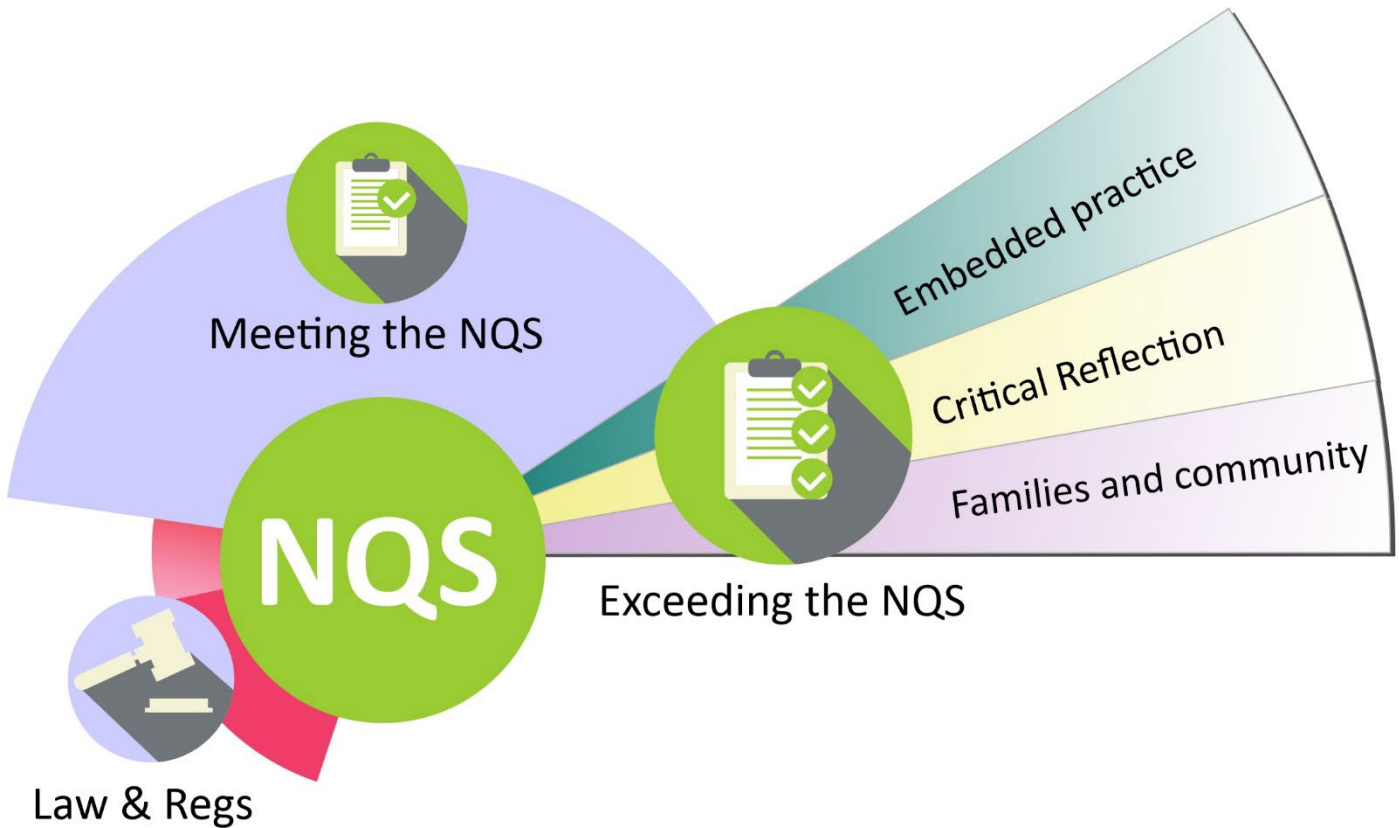


Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Section 2. Examples of what's required for educators.



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.



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
 - (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).

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Evidence to show compliance to the Law and Regs can be found in our curriculum and demonstrated through the planning cycle.

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.

What does this look like in practice with a child's interest?

Emily was fascinated by a grasshopper she found in the garden. She watched it as it hopped and ate leaves. Her educators Ash noticed her interest and observed Emily closely as she interacted with the grasshopper. Ash noticed that she was observing the grasshopper's behaviour and trying to catch it. Ash also noticed that Emily was trying to share her excitement of the grasshopper with her classmates, who were also interested.

Immediately Ash analysed the information she gathered from her observations and found that Emily had some prior knowledge about insects, but didn't know much about grasshoppers specifically. They also found that the children were developing their observation skills and were beginning to understand the concept of cause and effect.

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Using this information, the educators planned learning activities that would support Emily. They decided to set up a small terrarium with grass and leaves to create a temporary home for the grasshopper and planned to learn about the:

- **Physical characteristics:** body parts, size, colour, and shape.
- **Habitat:** where grasshoppers live and what kind of environment they prefer.
- **Life cycle:** the different stages of a grasshopper's life cycle, from egg to adult.
- **Movement:** how grasshoppers move, including their ability to hop and fly.
- **Diet:** including plants and sometimes other insects.
- **Predators:** such as birds, reptiles, and mammals.
- **Camouflage:** how grasshoppers use camouflage to blend in with their environment and avoid predators.
- **Communication:** how grasshoppers communicate with each other through sound and movement.
- **Importance in the ecosystem:** the role of grasshoppers in the ecosystem, including their impact on plants and other animals.
- **Human use:** how humans use grasshoppers in different cultures, such as for food or medicine.

The educators implemented their plans, and Emily and her classmates were excited to learn more about grasshoppers. They observed the grasshopper in its new home, read books, and explored different types of grasshoppers.

They also had the opportunity to share their learning with their families when they collected them.

Throughout the learning process, the educators documented the children's learning through photos, videos, written observations and children's voices.

"Look, Emily! The grasshopper has long antennae and big eyes! I wonder why they need those?" - Ryder, observing the physical characteristics of the grasshopper.

"I think grasshoppers like to live in paddocks and gardens, because they can eat lots of plants there." - Sofia, discussing the habitat of grasshoppers.

"The egg turns into a nymph, and then the nymph grows wings and becomes an adult grasshopper. It's like a magic trick!" - Alex, learning about the life cycle of grasshoppers.

"Wow, I can't believe how far the grasshopper can jump! It's like it's flying!" - Isabella, marvelling at the movement of grasshoppers.

"So grasshoppers eat plants, but sometimes they also eat other insects? I didn't know that!" - Liam, discovering the diet of grasshoppers.

"Oh no, I feel bad for the grasshopper because it has so many predators. I hope it can stay safe." - Olivia, showing empathy towards the predators of grasshoppers.

"That's so cool! The grasshopper can change its colour to match the environment. It's like a superhero!" - Ethan, learning about the camouflage of grasshoppers.

"The grasshopper can make different sounds by rubbing its legs together. I want to try making different sounds too!" - Lily, exploring the communication of grasshoppers.

"I never realized that grasshoppers were so important in the ecosystem. They help keep the plants healthy and provide food for other animals." - Noah, understanding the importance of grasshoppers in the ecosystem.

"I don't think I want to eat a grasshopper, but it's okay that other people from different countries do." - Aaliyah, reflecting on the human use of grasshoppers.

Documenting the children's voices helped to make the learning visible and promoted shared learning among the children, families, and educators.

Finally, the educators reflected and evaluated the learning process to improve learning outcomes. They discussed what went well and what could be improved, and made adjustments to their plans for future learning experiences.

Reflection: Were the learning experiences engaging and interesting for the children?

Evaluation: Yes, the children were excited and motivated to learn about grasshoppers, and they showed a high level of curiosity and engagement.

Reflection: Were the learning experiences effectively documented and shared with others?

Evaluation: While educators documented the learning experiences, the sharing of information was not consistent and some families were not kept up-to-date. In the future, educators could establish more consistent methods of sharing information, such as weekly newsletters or online portfolios.

Emily learned about grasshoppers but also developed her observation, questioning, and scientific inquiry skills. They also learned how to work collaboratively, share her knowledge with others, and reflect on her learning experiences.

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.

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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.

Copy a section of your philosophy below and show how your assessment and planning approach is connected to it. For example:

Our Philosophy says, “educators are involved in children’s play”.

Now show how this helps the assessment and planning process.

While in play with children our educators observe and take notes to gather information about each child's interests, strengths, and challenge. Intentional teaching strategies can be implemented on the spot, or the play can be analysed through discussions with other educators and educational leader with the assistance of photos captured during the event. This informs further planning which is implemented and finally evaluated to see if the plan was effective and children gained further learning from it that met the learning outcomes.

Step 1. Copy a sample of your philosophy.

Step 2. Show how this helps the assessment and planning process.

Sample 2

Step 1. Copy a sample of your philosophy.

Step 2. Show how this helps the assessment and planning process.

Exceeding – Embedded Practice Our approach to assessment and planning reflects our service Philosophy. We use a shared-agency approach and

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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.

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



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.

What would the above points look like in practice?

Tamika consistently involves families in the assessment and planning of their child's learning. To achieve this, Tamika implements the following practices:

- She schedules regular meetings with families to discuss their child's progress and development. They are quick and can occur over the phone if the

parent is time poor. During these meetings, Tamika provides updates on the child's learning, shares observations and assessments, and invites families to share their own observations and insights.

- Tamika provides regular opportunities for families to participate in their child's learning experiences. For example, she may invite families to share their expertise or cultural traditions with the children or participate in learning activities with their child. A great example that has come from this, is getting Ryan's dad in who works at National Parks.
- Tamika shares resources and strategies for supporting their child's learning at home. She may provide families with resources such as books or activities that they can engage in with their child at home.
- Tamika collaborates with families to ensure a consistent approach to learning and development. She takes into account the child's home environment and cultural background when planning and implementing learning experiences.

By involving families in assessment and planning, Tamika creates a stronger partnership between home and service. This helps to ensure that children's learning needs are being met both at home and in the early childhood setting.

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).

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1.3.1

Assessment and planning cycle

Week 7 – 13.3.2023
Monday to Friday



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. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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
Would a visitor to your room see you actively participate in children's activities as part of the 'observation' process ie not stand back and 'observe'?					
Would a visitor to your room see you use the outcome indicators to analyse what children know, can do and understand?					
Would a visitor to your room see you use your 'observations' and analysis to plan learning that supports children to achieve the learning outcomes?					
Would a visitor to your room see you include 'teachable moments' as part of your learning plans when these opportunities arise?					
Would a visitor to your room see you plan on the spot as well as making future learning plans?					
Would a visitor to your room see you implement a variety of activities and experiences that engage children, recognise their strengths and interests, and connect them with their families and community?					
Would a visitor to your room see you document learning in ways that show all stages of the assessment and planning cycle?					
Would a visitor to your room see you make learning documents visible and display them attractively?					
Would a visitor to your room see you reflect on or evaluate how you can improve each stage of the planning cycle?					

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The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. 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?**
- 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>a child</p>	<p>"I like it when my teacher talks to me about what I'm learning and what I can do next. Sometimes I don't understand why we're doing certain things, but it helps when they explain it to me."</p>	<p>We improved our documentation practices by setting reminders or using a template to record observations and reflections. This will help to assess the effectiveness of their planning.</p> <p>We need to involve the child more in the planning process by asking for their input and feedback. This will ensure that the child's voice is heard and will increase their engagement in their learning.</p>
<p>an educator</p>	<p>"I feel confident in my ability to plan and implement curriculum, but I could improve my documentation practices. Sometimes I forget to record observations or reflections, which can make it difficult to assess the effectiveness of my planning."</p>	<p>We need to work together as a team to provide more specific feedback to parents on how their child is meeting their learning goals. This will help parents to understand their child's progress and how they can support their learning at home.</p>
<p>your families</p>	<p>"We appreciate when our child's teacher involves us in the planning process and provides us with regular updates on our child's progress. However, we would like to see more specific feedback on how our child is meeting their learning goals."</p>	<p>From a theoretical perspective, we could consider the cultural and social context of children's learning by incorporating diverse perspectives and experiences into their planning. This will promote a more inclusive and responsive learning environment.</p>
<p>theorist and current research</p>	<p>"The assessment and planning cycle is an important process for ensuring that children's learning needs are being met. However, it's important to remember that children are active participants in their learning and should have a voice in the planning process. Educators should also consider the cultural and social context of children's learning and how this can influence their assessment and planning practices."</p> <p>The above draw from socio-cultural theories that emphasize the central role of cultural and social contexts in shaping children's learning and development.</p>	

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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?
- 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>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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

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Add to 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 MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Educators use 'teachable moments' to promote learning. For example</i>	Embedded Practice <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>	Critical Reflection <i>Please give an example of a team reflection about the theories supporting your programming, including those underpinning the EYLF.</i>
<i>Please give an example of learning that included input from children, their families or community.</i>	Engagement with families and community <i>Please give an example of how you support children to participate in assessing and planning their own learning.</i>

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