



## Law & Regs

**Regulation 74** mandates that approved providers document assessments of each preschool-aged child's developmental needs, interests, experiences, and participation, as well as their progress against the educational program's outcomes. When preparing this documentation, providers must consider the duration of the child's education and care within the service and ensure the documentation's usability by educators and comprehensibility to parents. The aim is to foster a tailored educational approach, supporting children's developmental journeys effectively. Non-compliance with these requirements may result in a compliance direction.

## Why is the element important?

**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 could potentially go wrong if educators didn't do the above?**

**Inadequate Individual Support:** Without observing and collecting information on each child, educators might miss crucial details about a child's developmental needs, interests, and abilities. This oversight can lead to a one-size-fits-all approach that

fails to support individual learning and development effectively.

**Misalignment with Developmental Needs and Learning Outcomes:** Failing to analyse information about what children know, can do, and understand in relation to the learning outcomes can result in programs that are either too challenging or not challenging enough, potentially hindering children's engagement and progress.

**Ineffective Planning and Implementation:** Without a thorough planning process that incorporates observations, analyses, family input, and community context, the learning environment may not foster children's development or capture their interests. This can lead to missed opportunities for learning and engagement.

**Lack of Engagement with Families and Community:** The planning cycle includes incorporating feedback and insights from families and the community. Not doing so can lead to a disconnect between the educational setting and the child's wider world, reducing the relevance and impact of learning experiences.

**Invisible Learning and Progress:** Documenting learning is essential for making the educational process visible to children, educators, and families. Without this, there's a risk of undervaluing children's achievements and educators' efforts, leading to a lack of recognition and celebration of progress.

**Stagnation and Lack of Improvement:** Regular reflection and evaluation at every stage are critical for continuous improvement. Without this, educators may persist with ineffective strategies or overlook emerging needs, compromising the quality of education and care.



## To address potential challenges arising from not assessing and planning include:

You must practice

**Enhanced Observation Techniques:** Educators should employ a variety of observation methods to capture the nuanced aspects of each child's development. Training in observational strategies can help educators better understand and support individual learning needs.

### **Observations and work sample analysis:**

Implementing a systematic approach to analysing the information gathered about children's capabilities and learning needs can ensure programs are aligned with both developmental needs and learning outcomes. This may involve professional development in child development and assessment tools.

**Inclusive Planning Process:** Planning should be a collaborative effort that includes input from children, families, and the community. Workshops or meetings with stakeholders can foster a shared understanding and ensure that plans are relevant and engaging.

**Family and Community Engagement:** Developing strong communication channels with families and the community enhances the relevance of the learning environment. This could include regular updates, family nights, and community projects that allow for direct involvement and feedback.

**Systematic Documentation:** Establishing a clear, consistent approach to documenting learning and development helps make progress visible. Training in documentation methods and the use of digital platforms can streamline this process, ensuring that achievements are recognised and celebrated.

**Ongoing Professional Development:** Encouraging educators to engage in continuous learning and reflective practice can prevent stagnation. Professional development opportunities should focus on emerging educational strategies, technologies, and insights into child development.

**Quality Improvement Plans:** Regularly reviewing and updating quality improvement plans based on reflections and evaluations can ensure that educational practices evolve to meet the changing needs of children and regulatory standards.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.