

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.



Week 8
18.3.2024

Section 9. Management vs Leadership

(Nominated Supervisor, Educational Leader, Room Leaders).

Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Element 1.3.1: Assessment and Planning Cycle	Oversees the documentation of each child's assessments or evaluations, ensuring compliance with Regulation 74 and state-specific provisions.	Inspires and guides educators to embrace a reflective practice that enhances the learning and development of each child through observation, analysis, and planning.
National Law and Regulations	Ensures the team is aware of and adheres to the National Law and Regulations underpinning Element 1.3.1, including documentation requirements.	Encourages a deep understanding of how these regulations support best practice in early childhood education and care.
State and Territory Specific Provisions	Updates the team on specific provisions relevant to their location (e.g., NSW Regulation 274A), and monitors compliance.	Leads discussions on how state and territory specifics can enrich the curriculum and cater to the diverse needs of children.
What Element 1.3.1 Aims to Achieve	Manages the planning and implementation process, ensuring it aligns with the aims of Element 1.3.1 to enhance and extend children's learning.	Fosters a culture of partnership with families and other professionals to collaboratively design programs that support children's wellbeing.
Observation, Analysis, Reflection	Coordinates the collection of observations and ensures their analysis is documented to inform planning.	Champions a reflective practice culture, encouraging educators to continuously evaluate and adapt their teaching strategies.
Documentation	Ensures that all documentation is accurate, accessible, and complies with regulatory requirements.	Promotes the use of documentation as a tool for shared learning among children, educators, and families, enhancing collaboration.
Assessment Guide for Meeting Element 1.3.1	Implements structured assessments and curriculum planning based on documented observations and analyses.	Leads by example in seeking and incorporating feedback from children, families, and educators to refine and improve educational programs.

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Educational Leader

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
Element 1.3.1: Assessment and Planning Cycle	Guides educators in implementing a structured assessment and planning cycle, ensuring it complies with Regulation 74 and state-specific provisions.	Mentors educators in adopting a holistic and child-centred approach to continuous observation, learning analysis, and reflective practice.
National Law and Regulations	Provides training and updates on the National Law and Regulations that underpin Element 1.3.1, focusing on compliance and documentation standards.	Leads discussions on the purpose behind regulations, encouraging a deeper understanding and application in daily practice to enhance child development.
State and Territory Specific Provisions	Keeps the team informed about specific regulatory requirements across different states and territories, ensuring adherence in all aspects of programming.	Encourages a tailored approach to curriculum design that respects and integrates the unique aspects of state and territory provisions, enriching the learning environment.
What Element 1.3.1 Aims to Achieve	Oversees the planning and implementation process to align with the goals of Element 1.3.1, focusing on enhancing children's learning and development.	Cultivates an environment of innovation and creativity in programming, ensuring practices are inclusive and supportive of all children's wellbeing.
Observation, Analysis, Reflection	Establishes a systematic approach for educators to observe, document, and analyse children's learning, ensuring actionable insights inform planning.	Promotes a culture of reflective practice, guiding educators to critically assess and refine their teaching strategies for improved outcomes.
Documentation	Ensures that documentation processes are comprehensive, accurate, and meet regulatory requirements, facilitating clear communication with families.	Advocates for documentation as a collaborative tool that involves children, families, and educators, making learning visible and fostering shared understanding.
Assessment Guide for Meeting Element 1.3.1	Implements guidelines and checks for quality assurance in assessments and curriculum planning, based on a clear understanding of Element 1.3.1.	Inspires the team to engage in dynamic and flexible planning, incorporating feedback from children and families to continually enhance the educational program.

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Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Element 1.3.1: Assessment and Planning Cycle	Oversees the entire process to ensure that assessments and planning for each child's learning and development adhere to the Element 1.3.1 framework, including compliance with Regulation 74 and state-specific provisions.	Inspires a culture of continuous improvement and innovation within the team, leading the development of an enriched and dynamic educational program that is responsive to children's learning and developmental needs.
National Law and Regulations	Ensures the service complies with the National Law and National Regulations underpinning Element 1.3.1, maintaining up-to-date knowledge and disseminating this information to the team.	Leads by example in understanding and interpreting the regulations not just as compliance measures, but as a foundation for high-quality early childhood education and care, promoting their integration into the service's philosophy and practices.
State and Territory Specific Provisions	Keeps abreast of and ensures compliance with state and territory specific provisions, ensuring that these are incorporated into the service's planning and documentation.	Encourages the team to view these provisions as opportunities to tailor the educational program to better suit the needs of their local community, fostering a sense of belonging and inclusiveness among children and families.
What Element 1.3.1 Aims to Achieve	Manages the implementation of the planning and assessment cycle to ensure it achieves its aim of enhancing and extending children's learning, development, and wellbeing.	Leads the team in a collaborative effort to design and implement innovative programs that not only meet but exceed the aims of Element 1.3.1, ensuring children's holistic development.
Observation, Analysis, Reflection	Implements systems and processes for effective observation, documentation, and analysis of children's learning, ensuring educators have the tools they need for accurate assessment.	Fosters a reflective practice culture within the team, encouraging educators to reflect on their observations and analysis critically, leading to more informed and effective planning and implementation.
Documentation	Ensures that all documentation related to children's learning and development is comprehensive, accurate, and compliant with all regulatory requirements.	Champions the use of documentation as a means to engage with families about their child's learning journey, promoting transparency, and shared understanding between the service and families.
Assessment Guide for Meeting Element 1.3.1	Monitors and guides the assessment process to ensure it aligns with the guidelines for meeting Element 1.3.1, providing support where necessary to maintain high standards.	Encourages the team to use the assessment guide as a tool for reflective practice and professional development, constantly seeking ways to enhance the educational program through a deeper understanding of each child's needs and achievements.