# 1.3.1 Assessment and Planning Cycle SAT NSW ONLY

*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.*

The planning cycle includes:

* observing/collecting information (what are children doing, how are they interacting)
* analysing 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.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example of how you’ve used “teachable moments” when implementing learning.* | Please explain how your approach to assessment and planning reflects your service philosophy. |
| Educators use “teachable moments” to naturally promote learning in daily activities. For example, while observing children’s engagement in a garden activity, I noticed their curiosity about insects. Leveraging the EYLF practices of “Responsiveness to Children” and “Learning through Play,” I introduced a mini-lesson on the life cycle of a butterfly, linking their immediate interest to broader learning outcomes. This approach captures children’s discoveries and questions, turning spontaneous moments into rich learning opportunities. | Our service philosophy emphasises child-centred, high-quality assessment and planning, focusing on children's interests and strengths. Educators actively engage in children's play, utilising teachable moments and adapting practices through critical reflection. We recognise each child's unique needs, planning inclusive activities that celebrate diverse cultures and foster respect. This approach ensures an enriching and supportive learning environment for all children. |
| Please copy a documented learning activity that demonstrates all stages of the planning cycle. | Please give an example of a team reflection about the theories supporting your programming, including those underpinning the EYLF/MTOP. |
| Educators ensure their practice includes all stages of the planning cycle, evident in our recent water conservation project. After observing the children's interest in water play, we discussed the importance of water and its conservation. We planned activities, such as creating a rainwater collection system, that were documented, implemented, and reflected upon. This cycle involved initial observations, planning with educational goals, engaging children in meaningful activities, and evaluating the learning outcomes through children's feedback and educator reflections. | Our team reflects on various educational theories supporting our programming, including developmental, socio-cultural, socio-behaviourist, critical, and post-structuralist theories. These discussions enhance our understanding of children's learning and development, the impact of cultural and familial backgrounds, and the importance of examining our curriculum choices critically. This reflective practice ensures our programming is informed, inclusive, and responsive to the children's and community's needs. |
| Please give an example of learning that included input from children, their families or community. | Please give an example of how you support children to participate in assessing and planning their own learning. |
| Educators include input from children, their families, and the community when planning and implementing the curriculum. A recent example involved incorporating a local Indigenous elder's stories into our curriculum. Following a suggestion from a family member about including more cultural content, we invited the elder to share stories and traditions. This initiative not only enriched our curriculum but also strengthened our community ties, ensuring learning is deeply contextual and inclusive. | Educators consistently support children to participate in assessing and planning their own learning. We empower children in their learning journey by incorporating their voices and interests into our planning and curriculum. Through open-ended questions, we gather insights directly from children, making them active participants in their education. This approach not only respects children's agency but also makes learning more engaging and meaningful for them, reflecting our commitment to child-led learning and development. |
| Please give an example showing how you analyse what children know, can do and understand (for example, using the EYLF/MTOP outcome indicators.) | Please give an example showing how you consistently involve families in the assessment and planning of their child’s learning. |
| Educators regularly analyse what children know, can do, and understand, using the EYLF/MTOP outcome indicators as a guide. For instance, by observing children’s interactions during a block-building activity, I assessed their spatial awareness, teamwork, and problem-solving skills against specific learning outcomes. This analysis was further enriched through open-ended questions to the children and feedback from their families, enabling a comprehensive understanding of each child's developmental stage and learning needs. | Involving families in the assessment and planning process is crucial to our approach. Through regular communication, including discussions at drop-off and pick-up, information nights, and feedback channels like our curriculum wall and social media, we gather valuable insights into children's needs, interests, and family expectations. This collaborative approach ensures that our educational practices are relevant, supportive, and enriching for children and their families. |
| *Please give an example showing how you extend learning (eg using the EYLF/MTOP outcome indicators.)* | Please explain how you ensure the assessment and planning cycle is always evident in the curriculum and children’s learning documentation. |
| Educators consistently seek ways to extend learning, guided by the EYLF/MTOP outcome indicators. An example of this is when children showed an interest in the construction site next to our centre. Using their fascination, we explored concepts of design, mathematics, and physics by planning a small project where children could design and build their cardboard construction. This activity not only built on their current interest but also challenged their understanding and skills, promoting deeper engagement and learning in a context that was meaningful to them. | To ensure clarity and integrity in our assessment and planning cycle, we employ distinct typeface colours for documentation stages and display the planning cycle infographic in each room. Our educational leader reviews and guides documentation practices, fostering a culture of strong critical reflection and continuous improvement. This focus on a relationship-based planning cycle highlights our commitment to meaningful, inclusive, and responsive educational experiences for every child. |