

## Quality Area 1: Educational Program and Practice

### Programming & Planning



#### Introduction

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The planning side of programming involves using the information collected from various sources to extend children's learning. We have a large focus on play-based learning and incorporate this into our planning and programming. The experiences and activities listed on the program, are sometimes intentional and intended to achieve a learning outcome based on the EYLF, other times there are no specified outcomes. This may be because the experience is aimed at meeting certain needs or age-appropriate aspects of development.

#### Goals – What are we going to do?

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Each experience on the program has an individual purpose and link, but not all. A clear link is noted to the learning objective and to the original source or documentation of where this experience originated from.

As educators begin to plan and implement the program, information needs to be gathered and interpreted of children skills, understandings, interests, and strengths. This is an important part of the planning process, as it enables educators to make decisions on how to further extend upon each individual child's skills, interests, and knowledge to support them in their development and learning.

#### Strategies – To achieve our goals

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In the EYLF it states "the planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the Framework."

As part of the program and planning process documentation becomes a resource tool that is used to reflect on and extend upon children's learning and development. The collection of documentation gathered may come from a wide variety of sources such as:

- **Day Books:** used to evaluate the experiences, activities, spontaneous learning, and events that happened each day. It is usually written at the end of each day and provides insight to parents and others of what occurred. It is also used as an evaluation tool to document whether the experiences planned achieved the learning outcome. This document is necessary as part of the overall documentation as it provides a link between daily experiences and the program.
- **Anecdotal Records:** provides a glimpse into one aspect of the child's play/interactions. It is a useful method to record events and actions based on the child's strengths, interests, achievements, development and needs. It describes exactly what has occurred and does not summarise the behaviour/interaction.
- **Summative assessments:** is a snapshot of a child's development at any one time and is necessary to discover what skills and information a child already knows, any interests or focuses or any delays or special needs that may exist.

- Work samples: children's original artworks are strong evidence that can be used to determine the child's developing cognitive and creative abilities
- Learning Stories: a format used to document a child's learning. It uses "story telling" to describe a child's learning process. There are many details that are incorporated into a learning story which describes: the experience that unfold or an event, how the child interacts during the experience or with others, conversations, interests, skills etc. It is a narrative of recognizing and describing the learning that is taking place through a child's play.
- Observations: when observing a child, it involves watching and listening attentively to a child to learn more about them while they are engaged in an experience. There are a variety of techniques used when observing children, such as running records, anecdotal records, photo observations, checklists etc. and different types of observation methods should be used to interpret, assess and evaluate the information gathered. Through observations, educators gain insight into children's thinking, understanding and skills.
- Portfolios: contain collected information and samples (artwork, photos, special moments, family input etc.), which relates to each child's developmental and learning progress. As children view their portfolio it enables them to begin to evaluate their own efforts to provide parents with a snapshot of their child's learning journey. Portfolios are used to celebrate children's achievements, interests, skills, and progress through a variety of samples.
- Conversations with families: parents know their children best and are able to share great insight into their learning and development, interests and abilities. It is important to create open communication with families to gain a better understanding of each child.
- Transition to school statements: helps to pass on information about each individual child to allow them the best opportunity to settle into kindergarten

## The Program

The Early Years Learning Framework describes the curriculum as "all the experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning, development and wellbeing".

The documentation collected as required, will be used as evidence and as a guide to make informed decisions to form the content of the program. This is done by linking further learning opportunities from these documents to the program. Collaborating with families, reflecting on play experiences, guiding children's learning etc. is key to a successful child orientated program. It's a continuing process of collecting evidence and information, identifying the development of learning and reflecting upon our daily practices.

## NQS – Quality Area 1: Educational Program and Practice

This quality area of the National Quality Standard focuses on an educational program and practice that engages, stimulates, and enhances children's learning and development.

Planning increases the value of children's time in education and care by ensuring the educational program and practice responds to children's interests and scaffolds their learning. Planning is also important in ensuring accountability to families and children, management, funding, and regulatory bodies.

Planning, assessment, and evaluation are ongoing processes that underpin the educational program and involve educators in thinking about what is offered and why. Planning involves observing, gathering, and interpreting information about children to inform the preparation of environments and experiences that engage and are meaningful for them. It also involves providing families with many genuine opportunities to contribute to the development of educational goals and priorities for their child. Reflecting on and documenting children's experiences and learning forms the basis of future planning.

Assessment of children's learning refers to the process of gathering and analysing information as evidence about what children know, can do, and understand. It is part of a cycle that includes planning, documenting, and evaluating children's learning. Examples of every day practice may include:

- Educators within the service using the Early Years Learning Framework together with their knowledge of the children's current learning and development, to implement and reflect on programming
- Educators observing and recording children's learning and behaviour to inform their educational planning
- Using written plans as the basis for evaluating the program
- Gathering documentation in a variety of ways
- Analysing the information that is gathered about individuals and groups of children
- Evidence that children's ideas and points of view are heard and respected in planning for and assessing learning experiences
- Evidence that written programming and evaluation is ongoing and is inclusive of each child

A lively culture of professional enquiry is established when educators all involved in an ongoing cycle of review through which current practices are examined, outcomes reviewed, and new ideas generated. Examples of everyday practices may include:

- Educators using a variety of methods such as diary jottings, children's comments and conversations, photographs, and examples of children's work to assist their reflection on children's experiences, thinking and learning
- Educators considering ways in which children's interests and ideas can be scaffolded to enhance their learning and development
- Comments about the effectiveness of the program are recorded and considered as part of the evaluation process
- Documentation such as photographs, samples of children's work and their words being used to create records

Program and planning is a necessity that enhances the accountability and professionalism of the service. Documenting children's experiences, learning and development makes children's learning visible to children, educators and families and promotes shared learning and collaboration.

## Monitoring, Review and Evaluation

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Management and staff will monitor and review the effectiveness of the Curriculum Planning and Documentation Statement regularly. Updated information will be incorporated as needed.

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review every 12 months.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved

In accordance with Regulation 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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## Related Legislation:

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## NQS

Quality Area 1		Educational Program and Practice
Standard	1.1	Program
Element	1.1.1	Approved learning framework
Element	1.1.2	Child-centred
Element	1.1.3	Program learning opportunities
Standard	1.2	Practice
Element	1.2.1	Intentional teaching
Element	1.2.2	Responsive teaching and scaffolding
Element	1.2.3	Child directed learning
Standard	1.3	Assessment and planning
Element	1.3.1	Assessment and planning cycle
Element	1.3.2	Critical reflection
Element	1.3.3	Information for families

## National Law

Section	51(1)(b)	Conditions of service approval (educational and developmental needs of children)
Section	168	Education and care services must have policies and procedures

## National Regulations

Reg	73	Educational Program
Reg	74	Documenting of child assessment or evaluations for delivery of educational program
Reg	75	Information about educational program to be kept available
Reg	76	Information about educational program to be given to parents

## Sources:

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- Australian Children's Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2018
- Early Years Learning Framework V.2
- National Quality Standards

Developed: 2015

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