



POLICY:	EDUCATIONAL PROGRAMS, DOCUMENTATION & EVALUATION
1.02	

1. Policy Objective:

To plan developmental and educational programs based on children's needs, skills, knowledge and interests and evaluate the program against set outcomes for children.

2. Explanation:

Each child is to be viewed as an individual who will develop and learn at his/her own pace along a continuum of growth in all areas of development – cognitive, language, physical, social, emotional, spiritual and self-help skills. Each child will have different potentials and abilities within the multiple intelligence areas and staff will challenge these skills to extend the children's learning.

3. Implementation:

The National Law and Regulations require an Approved Service to provide a program that is:

- Based on an approved learning framework
- Delivered in accordance with that framework
- Based on the developmental needs, interests and experiences of each child, whilst taking into account their individuality

4. Programs for children will be based on:

'Belonging, Being, Becoming,' - The Early Years Learning Framework for Australia (EYLF) for Centre-based services and Family Day Care
The Early Years Learning Framework Educator's Guide

Queensland Kindergarten Learning Guideline (for Approved Kindergarten Program Providers) based on the EYLF.

'My Time, Our Place' - Framework for School aged care in Australia

Christian Studies Curriculum Framework – Beginners Strand (Lutheran Education)

Victorian Early Years and Development Framework

5. The Program will contribute to the following outcomes for children:

- Children have a strong sense of identity
- Children are connected with and contribute to his or her world
- Children have a strong sense of well-being
- Children are confident and involved learners
- Children are effective communicators

6. PLANNING THE PROGRAM:

6.1 Assessing:

The approved learning frameworks describe 'assessment' as a process that educators use to gather information about what children know, understand and are competent to do. This assessment is used by educators to effectively plan for each child's learning.

- a. Staff/educators will speak to families at enrolment and frequently thereafter, to assess the skills, needs, experiences and interests of each individual child and to understand the expectations of the family. This information will be documented.
- b. Staff/educators will keep observational records (assessments), in a variety of forms (e.g. anecdotal, running, time samples, learning stories), for all children.
- c. Developmental checklists may form part of this information gathering for Services (other than OSHC), to give an overview of the child's abilities and needs. Samples of children's work, including photographs, can form part of the records kept.
- d. Assessment of children should focus on evaluations of the child's well-being, development and learning within the educational program.
- e. Staff will consider the privacy of individual information when planning for children
- f. Staff/educators will respect the confidentiality of the other children within the Service when recording individual observations.
- g. For Services (other than OSHC), it is recommended that a minimum of 1 individual observation per child, per month, with an evaluation, is to be completed, while creating a holistic view of the child's development.
- h. Staff/educators will reflect on group dynamics, the child's participation and spontaneous activities initiated by the child.
- i. All records remain the property of the Service and must not leave the premises without the prior approval of the Service Leader.
- j. The child's progress records will be handed on to the next group when a child changes rooms within the Service.
- k. The Service must keep the records in a secure, confidential way.
- l. A child's progress will be shared with the family, informally and formally.
- m. Parents/Guardians can request access to their child's records. A mutually agreeable time will be set up for Parents/Guardians and the Educator to meet and discuss the information. Parents/Guardians may not take the records from the Service.
- n. A child's learning journey will be documented through a variety of mediums. These will be available to families at any time. For children attending Services other than an OSHC, individual documentation is required.
- o. There will be a Profile for each child which remains in the service.

6.2 Routines:

Staff/educators will plan an outline for the day that:

- is detailed and flexible
- balances individual, small group and whole group experiences/tasks
- balances indoor, outdoor, quiet and active experiences
- allows large blocks of time and space for children to complete projects
- is flexible to accommodate changing needs and interests of children
- allows for transitions to routine times such as eating, toileting and resting

6.3 Planning and Documenting:

- a. Staff/educators will use observational data on individual children as a basis for planning developmental and educational programs for the children that-
 - are age-stage appropriate
 - consider the Service's philosophies and goals
 - cover all areas of development and intelligences
 - consider the needs and interests of all children
 - consider gender equity
 - consider cultural diversity and Indigenous heritage/knowledge
 - consider environmental issues, such as sustainability, recycling, water conservation
 - provides sufficient variety and quantities of equipment / experiences
 - encourage children to think, reason, question, experiment and problem solve

- b. Staff/educators will use short term and long term outcomes as a basis for planning individual, small group and large group activities. Planning will be cross-referenced to individual observations, follow-ups and broad goals.
- c. Older children will be encouraged to participate in the planning process by contributing ideas, setting goals and assisting with evaluation.
- d. The Individual and Group plans will be documented.
- e. The plan will be displayed for Parents/Guardians to view and contribute to. Parents/Guardians will be encouraged to write their ideas/contributions for the program either in a communication book or within a section of the plan.
- f. The program will consist of play-based learning, child-initiated experiences and intentional teaching.
- g. Intentional teaching is used to respond to children's ideas and play and to scaffold extensions to children's learning.
- h. Any reference to individual children will ensure the privacy of those children/families.

6.4 Evaluating:

- a. The program will be evaluated on a daily, weekly and individual basis according to the stated goals and outcomes.
- b. Evaluation will include staff observations, records, children's involvement, enjoyment and learning, meeting of desired outcome/s and feedback from families.
- c. Evaluation will show the program's strengths and areas for development.
- d. Critical Reflection is a way for educators to reflect on the program and their own practices, beliefs, values and philosophy and forms part of the evaluation process.
- e. All Educators will participate in Critical Reflection as directed by the Educational Leader.
- f. A Critical Reflection tool is a professional document which must be available upon request from the Service Leader, Educational Leader and Children's Services' Manager.
- g. Families will be asked for feedback about the range of programs offered at the Service on an annual basis. The collated information will be shared with all families and used as a basis for future planning.

Evaluation:

This policy will be reviewed and updated (if needed), by the Early Childhood Team, following input from all stakeholders, at least every two years.

Associated Document:

All associated documents can be found in the Programming and Continuing Service Improvement sections of the QLECS Forms and Documents

Related Policies:

- 1.04: Learning and Development
- 3.03: Hazard Identification and Risk Management
- 3.09 Work, Health and Safety Statement

References:

Legislation:

Education and Care Services National Law 2011
 Education and Care Services National Regulations 2014
 'Belonging, Being, Becoming,'
 Queensland Kindergarten Learning Guideline
 Victorian Early Years Learning and Development Framework
 'My Time, Our Place'
 Christian Studies Curriculum Framework