Documentation

Documentation

Documentation

Documentation

Documentation

Documentation

Documentation

Documentation

Multiple Choice

Information Card

Documented plans and records of children's assessments and evaluations support educators to develop the educational program and gather, analyse and extend children's learning, development and wellbeing

ACECQA Resources

ACECQA resources support education and care providers, educators and authorised officers to understand and apply the requirements of the National Quality Framework (NQF), including documentation.

Access resources at: acecqa.gov.au

Discussion Point

When thinking about documenting child assessments or evaluations of the delivery of educational program for a child over preschool age, evaluations of children's wellbeing, learning and development:

- How are children involved in documenting their own wellbeing, development and learning?
- How do children contribute to the development of the program of the service?

Discussion Point

Documentation of **assessments of children preschool age or under** must be readily understandable by families. (Regulation 74)

- How do families access documentation of assessments?
- How do you know families understand assessment documentation?
- How do you seek their ongoing feedback?

Discussion Point

The contents and the operation of the educational program must be displayed at the service premises in a location that is accessible to families. (Regulation 75)

- How is the educational program documented and displayed?
- Does this documentation look the same or different across the service and/or specific groups/rooms? Why?
- Does it include detail of what is occurring (contents) and the how it is occurring (context)?

If you asked families, could they tell you where the educational program is?

Discussion Point

For children preschool age or under, progress against the outcomes of the educational program must be documented. For children over preschool age, evaluations of the child's wellbeing, development and learning must be documented (Regulation 74).

- What outcomes do your educational program contribute to?
- Do these outcomes extend beyond those of the approved learning frameworks?
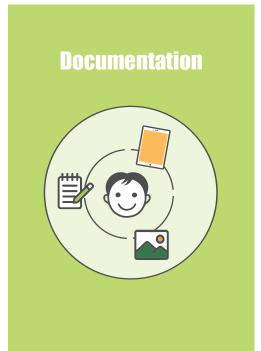
Discussion Point

Thoughtful and professional approaches to assessment and planning for each child and the group of children have the potential to enhance their learning, development and wellbeing.
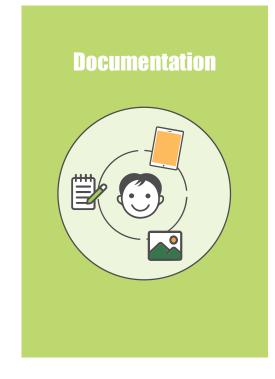
- How do you know that assessment and planning is improving children's wellbeing?
- What evidence could you gather to demonstrate this?
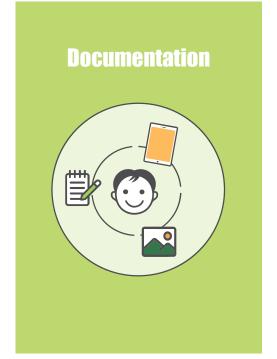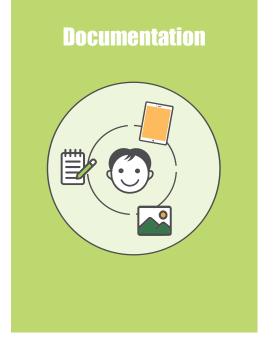
Discussion Point

Critical reflection encourages educators to consider and evaluate all aspects of the program, their professional practice, and children's learning and development from different perspectives.

At a team meeting, discuss how:

- You document personal critical reflection
- The team documents collective critical reflection
- Critical reflection is transformed into new approaches, changes and/or decision-making for quality improvement

Multiple choice

In the assessment and rating process, what will an authorised officer consider in regards to educational program documentation?

a. How educators make decisions about the educational program

b. How the documentation is readily available and understood by families

c. How children are involved in documenting their own learning, development and wellbeing

d. All of the above.

Multiple choice

Which of the following elements is not an essential part of the assessment and planning cycle?

a. Implementing activities/experiences

b. Reflecting/evaluating

c. Observing/collecting information

d. Planning

e. Weekly updates to families

f. Analysing the child's learning

g. Documenting

Multiple choice

Which National Regulation/s underpin documentation of assessments or evaluations for delivery of the educational program?

a. Regulation 116

b. Regulation 74

c. Regulation 63

d. Regulation 155 and 74

Multiple choice

Which is **not** a primary purpose of documenting children's learning experiences?

a. To send families a daily email.

b. To record children's participation in the educational program.

c. To review the effectiveness of experiences, environments and approaches.

d. To make learning visible to children and families.

e. To gather evidence of what children know, can do and understand.

Multiple choice

For each child **under preschool age**, why is it important for educators to document learning and progress against the outcomes of the educational program?

a. It allows educators to plan for each child's future learning.

b. It is a requirement of the National Regulations

c. It allows learning and learning progress to be shared with families.

d. It assists in identifying children who may need additional support.

e. All of the above

Multiple choice

For a child over preschool age in the ACT, SA, Tas, Vic and WA, which child evaluations must be documented?

(Regulation 74)

a. learning

b. wellbeing, development and learning

c. learning and wellbeing

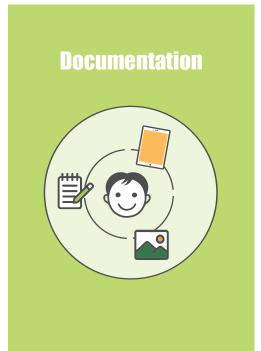d. progress against the learning outcomes interests

Multiple choice

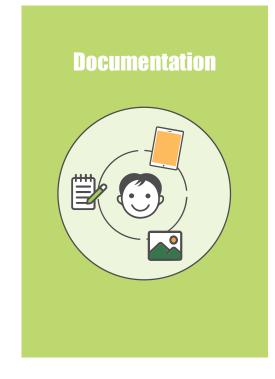In the Early Years Learning Framework in Action what will you find?

a. A list of who should be documenting the children's program.

b. Educator's stories and models of practice, including examples of their documentation

c. More information on the learning outcomes.

d. The principles and practices of the framework.

Documentation

Documentation

Documentation

Documentation

Documentation

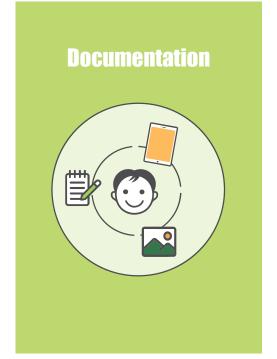Documentation
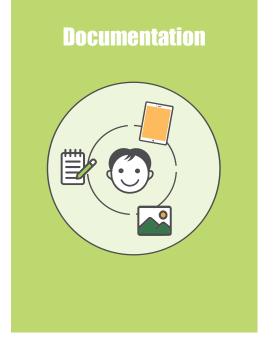

Documentation

Documentation

Scenario

The educators at your service have effective but diverse approaches to developing documentation for the educational program and assessment and planning cycle.

As a service leader, how do you lead this process while ensuring the educators maintain their professional autonomy?

As an educator, what would you like your service leader to know about the way you develop your documentation?

Scenario

A parent arrives to collect their child from the service. After looking at the program documentation book, they ask you "Why isn't there a photo of Max today?"

What might you discuss with the parent about:

- Max's participation in the educational program
- how you document each child's participation in the educational program
- how and what you capture in images for each child's participation in the educational program?

Scenario

As a service leader, you have undertaken a review of the documentation of children's learning and progress. Your review identifies documentation that demonstrates images of children doing the same activity, in the same pose. The images do not show meaningful participation.

How could you discuss with the educators the importance of capturing meaningful learning and participation in the educational program?

What strategies could you share to meaningfully document each child's participation and learning?

Scenario

The home language of educators and families at your service is not English. When engaging with families, educators believe it is more meaningful to share documentation of the educational program and children's' learning in their home language.

How would you approach discussion of the children's documentation with an authorised officer during a visit to your service?

Scenario

At the beginning of the school year, there are 25 new kindergarten/ preparatory children starting with your **outside school hours care (OSHC) service**. In the first week of school you notice that many families are asking educators about the children's educational program, and where it can be accessed.

What could you share with families about what you document for each child and how it differs from documentation in their child's early childhood service?

Scenario

During your assessment and rating visit, the authorised officer asks how the service made decisions about documentation formats and how you ensured it was understandable by families and educators.

What information could you share with the authorised officer to demonstrate your decision-making?

Scenario

Educators at your service, are finding it difficult to complete the program documentation as they do not have time away from the children to do so and the Wi-Fi network is unreliable.

As a team, how could you approach this issue?

True / False

The Early Years Learning Framework and the Framework for School Age Care state that the documentation of the child's assessment for learning or wellbeing allows educators to reflect on pedagogy that will suit the context and children?
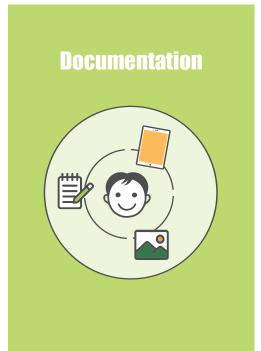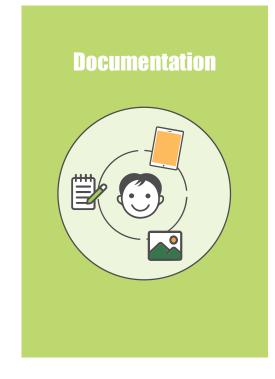
Answer: **True**

The EYLF outlines the importance of documenting the assessment for learning and the FSAC outlines the importance of documenting evaluations for wellbeing and learning.

Documentation
Documentation
Documentation
Documentation
Documentation
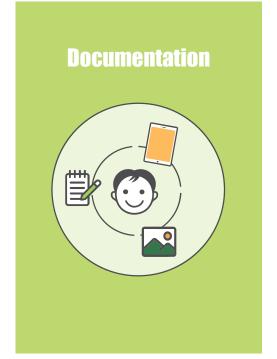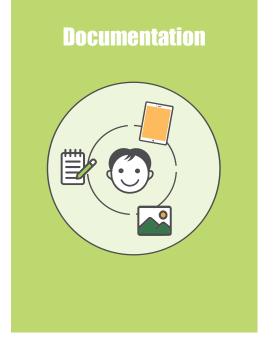Documentation
Documentation
Documentation

True / False

An authorised officer will focus on how the documentation is used to support the delivery of the educational program and quality outcomes for children, rather than the amount or type of documentation?

Answer: **True**.

The National Law and Regulations do not prescribe how much documentation is needed, or the method that services should use to document the educational program, assessments or evaluations.

For more information refer to Section 4, part 1.3 - 'Documentation' in the Guide to the National Quality Framework.

True / False

An educator who examines and documents their interactions with children, assesses the quality of learning environments and experiences, and critiques their own practice is using critical reflection to strengthen their own profession practices.

Answer: **True**

True / False

The assessment and planning cycle is a process that educators use to design programs for children every 6 months, and you do not need to document something for every child.

Answer: **False**.

The assessment and planning cycle is the ongoing process used by educators (with support from the educational leader and in partnership with families and other professionals) to design programs that enhance and extend each child's learning and development (Guide to the National Quality Standard, p. 124).

True / False

In addition to children's assessments or evaluations, the approved learning framework and the service's philosophy statement (**Element 7.1.1**) can guide educators in developing a documented educational program that supports their beliefs and values about children's learning.

Answer: **True.**

True / False

The educational program should be kept in a confidential and locked cupboard.

Answer: **False.**

The educational program should be accessible to families and produced in a way that is understandable and meaningful for all families. This shares children's learning and encourages families to view and contribute to the educational program designed for their child.

Note: The display should also comply with any relevant privacy laws that the service must follow.

True / False

Research has confirmed that process quality, "the direct interactional experiences of children, the daily back-and-forth exchanges they have with educators and other children, and their participation in learning experiences" has the greatest impact on positive outcomes for children?

Answer: **True.**

In 2017 the Mitchell Institute released the paper 'Quality is key in early Childhood Education in Australia', reporting on the question of quality, and the need for more focus on the process quality components.

True / False

During the assessment and planning cycle educators only need to document the children's program?

Answer: **False.**

Documentation occurs in every part of the assessment and planning cycle as educators design programs that enhance and extend each child's learning, development and wellbeing. This includes the observation, analyses of learning, planning, and implementation and reflection stages.
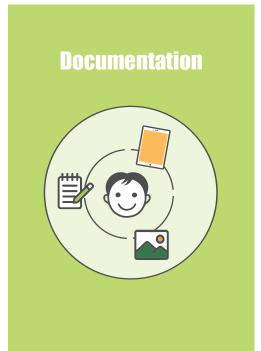
Activity

At a team meeting, walk around your service and consider your families, observe and document the ways that they are informed about the educational program and their child's progress.
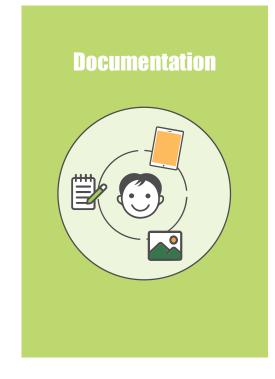
- How do you ensure that documentation is accessible, understandable and meaningful for families?
- Do your current strategies support families' engagement and promote partnerships in decision-making around their child's learning, development and wellbeing?

Documentation

Documentation

Documentation

Documentation

Documentation

Documentation

Documentation

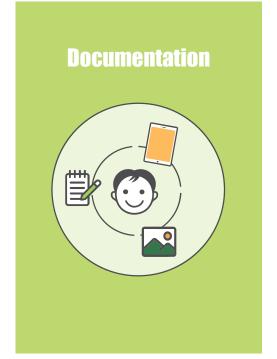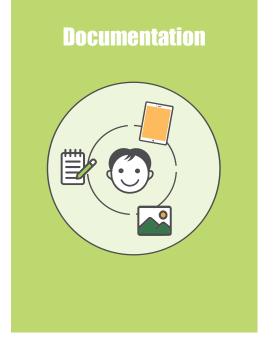
Documentation

Activity

At your team meeting, educators:

- Describe the way they document children's ideas and current interests
- Discuss how their methods lead to developing meaningful programs that extend a child's learning and wellbeing.

Activity

In a team meeting, educators:

- Describe the methods they individually use to document each child's learning and learning progress.
- Outline their strengths and the challenges they have experienced with documentation
- With guidance from the educational leader, brainstorm, potential new approaches to documentation and how to implement these.

Activity

Educators are deliberate, purposeful, and thoughtful in their decisions and actions (Element 1.2.1). Intentional educators are able to explain what practices they are using and why they are using them.

As a group, discuss the different ways you capture your intentional teaching strategies so that they are evident in your service's professional practices.

Brainstorm different ways you could document these types of intentional teaching strategies.

Activity

Share your service's program policy with the educators at a team meeting.

Highlight the parts of the policy that support your current documentation process.

Compare your policy with current practice. Does it align with current practice? When was the policy last updated? Does the policy align with your service philosophy?

Activity

As a team, review and critically reflect on any current policies that influence documentation, the educational program and sharing of children's learning, development and wellbeing with families.

Whose perspectives could you also include in this reflection?

How could you document this critical reflection?