

Australian Children's Education & Care Quality Authority

EDUCATIONAL PROGRAM AND PRACTICE ASSESSMENT

Educational Program and Practice Assessment	Yes	No	Unsure/ Need to focus
 An approved learning framework informs the development of a curriculum that enhances each child's learning and development (section 168 of the National Law, NQS Standard 1.1). Two national approved learning frameworks: Belonging, Being and Becoming—The Early Years Learning Framework for Australia My Time, Our Place—Framework for School Age Care in Australia Jurisdiction-specific declared approved learning frameworks: Australian Capital Territory: Every Chance to Learn—Curriculum Framework for ACT Schools Preschool to Year 10 Victoria: Victorian Early Years Learning and Development Framework, Department of Education and Victorian Curriculum and Assessment Authority Western Australia: Curriculum Framework for Kindergarten to Year 12 Education in Western Australia			
 2. The educational program contributes to the following outcomes: children have a strong sense of identity children are connected with and contribute to his or her world children have a strong sense of wellbeing children are confident and involved learners children are effective communicators. (<i>Early Years Learning Framework, Framework for School Age Care</i>, regulation 73, NQS element 1.1.1) 			
3. Educators use assessment to gather information about what children know, understand and can do (<i>Early Years Learning Framework, Framework for School Age Care</i> , NQS element 1.2.1). Assessment (or evaluation for wellbeing and learning) is part of an ongoing cycle that includes planning, documenting and evaluating children's learning (wellbeing and development) and is used by educators, in partnership with families, children and other professionals to:			
 plan effectively for children's current and future learning (wellbeing) communicate about children's learning and progress (wellbeing and development) 			
 determine the extent to which all children are progressing toward realising learning outcomes and if not, what might be impeding their progress 			
 identify children who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help 			
 evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable children's learning (wellbeing) 			
 reflect on pedagogy that will suit this context and children plan collaboratively with children 			
(Early Years Learning Framework page 17, and Framework for School Age Care page 16)			
 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program (NQS element 1.1.2) 			



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5. The program, including routines, is organised in ways that maximise opportunities for each child's learning (NQS element 1.1.3).			
6. Every child is supported to participate in the program (NQS element 1.1.5).			
7. Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world (NQS element 1.1.6).			
8. Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child (NQS standard 1.2).			
9. Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation (<i>Early Years Learning Framework, Framework for School Age Care</i> , NQS element 1.2.1).			
 10. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning (Early Years Learning Framework, Framework for School Age Care, NQS element 1.2.2). Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way. Scaffold: the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning. 			
11. Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. (NQS element 1.2.3)			
12. The service's documentation includes: For children preschool age and under:	_	_	
 assessments of the child's development needs, interests, experiences and participation in the educational program 			
 assessments of the child's progress against the learning outcomes of the educational program 			
 For children over preschool age: evaluations of the child's wellbeing, development and learning within the educational program (regulation 74, NQS elements 1.1.4 and 1.2.1) 			
13. Consideration is given to the period of time a child is educated and cared for by the service (for example, full-time or part-time attendance), how the documentation will be used by the educators and ensuring the documents are easily understandable by parents of the child. (regulation 74, NQS element 1.1.4).			
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To be used in conjunction with the Education and Care Services National Law and Regulations (National Law and regulations), National Quality Standard (NQS), Early Years Learning Framework and/or Framework for School Age Care and related guides which are available on the ACECQA website. www.acecqa.gov.au