



EDUCATIONAL PROGRAM AND PRACTICE ASSESSMENT

[illegible]



5. The program, including routines, is organised in ways that maximise opportunities for each child's learning (NQS element 1.1.3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Every child is supported to participate in the program (NQS element 1.1.5).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child (NQS standard 1.2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning (<i>Early Years Learning Framework, Framework for School Age Care</i> , NQS element 1.2.2). <i>Intentional teaching</i> : 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. <i>Scaffold</i> : the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The service's documentation includes: For children preschool age and under: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> evaluations of the child's wellbeing, development and learning within the educational program (regulation 74, NQS elements 1.1.4 and 1.2.1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Information about the educational program is displayed at the service in a place that is easily accessible to parents (regulation 75, element 1.1.4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The following information is given to a child's parents when requested: <ul style="list-style-type: none"> the content and operation of the educational program as it relates to that child information about that child's participation in the program a copy of assessments or evaluations in relation to that child (regulation 76, NQS elements 1.1.4 and 1.2.1) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>