

Quality Area 1: Educational program and practice



Australian Children's
Education & Care
Quality Authority

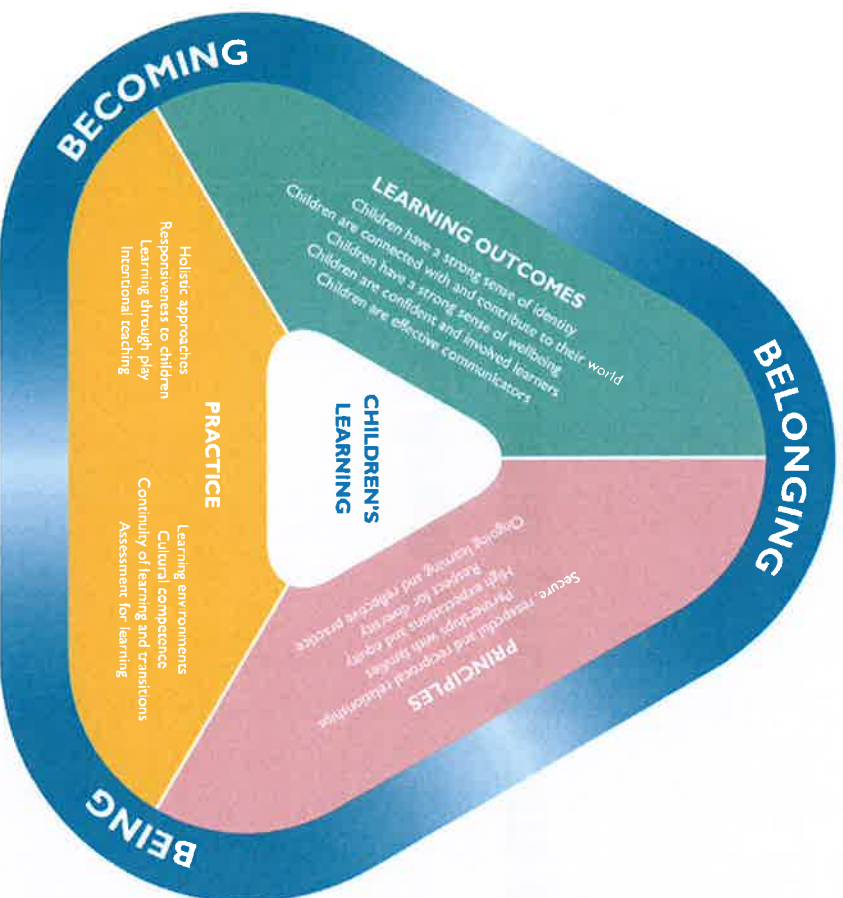
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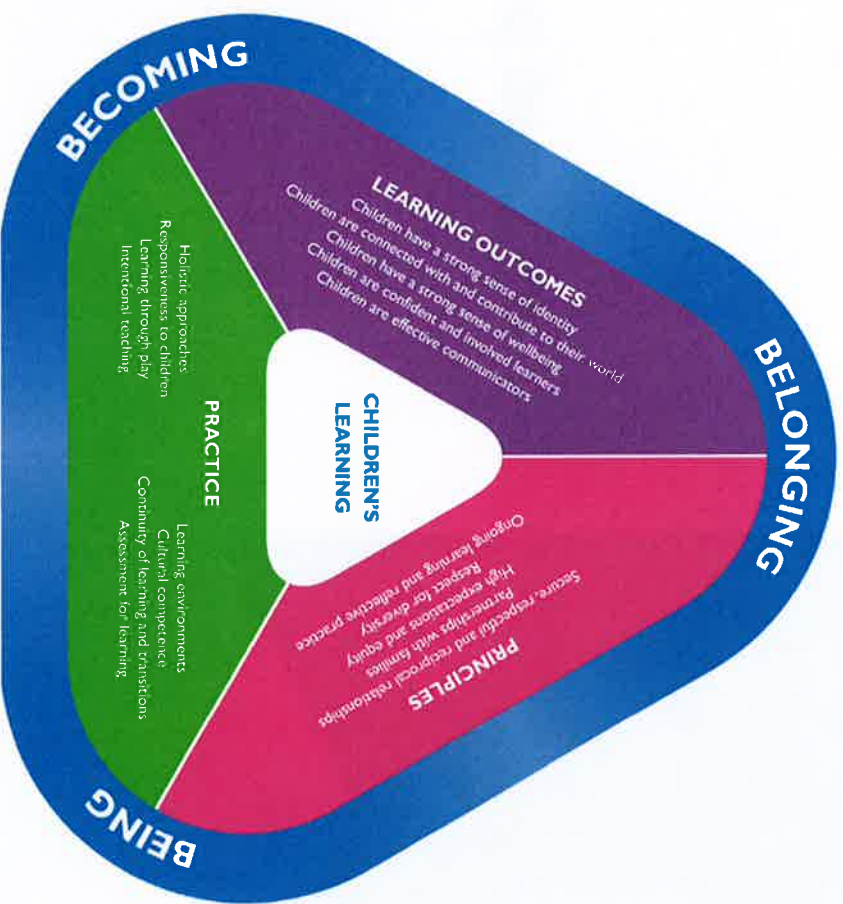
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Learning outcomes, principles and practice

Quality Area 1



Elements of the Early Years Learning Framework



Elements of the Framework for School Age Care

Quality Area 1: Educational program and practice - Template 1

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

<p>Element</p>	<p>What practices will the authorised officer observe? What will the authorised officer be able to discuss with you? What documentation will the authorised officer sight?</p>
<p>Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p>	
<p>Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p>	
<p>Element 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.</p>	

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<p>Element 1.1.4 The documentation about each child's program and progress is available to families.</p>	
<p>Element 1.1.5 Every child is supported to participate in the program.</p>	
<p>Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p>	

Quality Area 1: Educational program and practice

Resources: All areas of the approved learning frameworks relate to Quality Area 1: Educational program and practice.

Below are some key links to Standard 1.1 and other helpful resources

Early Years Learning Framework pp. 7-10 - A Vision for Children's Learning

Early Years Learning Framework p. 11 - Early Childhood Pedagogy

Early Years Learning Framework pp. 14-18 - Practice

Framework for School Age Care pp. 6-9 - A Vision for Children's Learning Through Play and Leisure

Framework for School Age Care pp. 13-17 - Practice

Educators' Guide to the Early Years Learning Framework for Australia pp. 14-16 - Linking beliefs and theoretical perspectives with practice: exploring the relationship between the Framework's Principles, Practice and learning Outcomes

Educators' Guide to the Early Years Learning Framework for Australia pp. 21-23 - Cultural Competence

Educators' Guide to the Framework for School Age Care in Australia pp. 21-25 - Linking Beliefs and Theory with Practice

Educators' Guide to the Framework for School Age Care in Australia pp. 57-60 - Cultural Competence

Early Years Learning Framework in Action Stories 3 and 7

Early Childhood Australia - National Quality Standard Professional Learning Program. Myths and realities. Web address: <http://bit.ly/OnusIO>

Early Childhood Australia - National Quality Standard Professional Learning Program. E-Learning videos. Getting to know the NQS. Ep. 2 Quality Area #1 Access via the ECA NQS PLP website

Early Childhood Australia - National Quality Standard Professional Learning Program. E-Learning videos. Talking About Practice. 'I can do it!' Supporting babies' sense of agency. Access via the ECA NQS PLP website

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Early Childhood Australia - National Quality Standard Professional Learning Program. E-Learning videos. Talking About Practice. Achieving quality in educational programs and practice. Access via the ECA NQS PLP website
Early Childhood Australia - National Quality Standard Professional Learning Program. E-Learning videos. Talking about practice. Cultural competency. Access via the ECA NQS PLP website
Collaborating with Children for Effective Programming. Self-Guided Learning Package. Community Child Care. Access via the IPSP online library
Child centred curriculum planning - 0-5 years: self guided learning package. Self-Guided Learning Package. Community Child Care. Access via the IPSP online library
Learning to learn: Positive dispositions as a 'learning curriculum' Children Services Central. Access via the IPSP online library
Developmental milestones and the Early Years Learning Framework and the National Quality Standards. Community Child Care. Access via the IPSP online library
Children's agency in communities: A review of literature and the policy and practice context. Benevolent Society. Access via the IPSP online library
The Yorganop Indigenous Professional Support Unit in Western Australia has developed a series of easy to read factsheets about influential Early Childhood theorists. Web address: http://www.ipsuwa.org.au/about/earlychildhood.php
You can access the Early Years Learning Framework, the Educators' Guide to the Early Years Learning Framework and the Early Years Learning Framework in Action, as well as other useful resources linked to the Framework at the Department of Education website: https://education.gov.au/early-years-learning-framework
Access the Framework for School Age Care and the Educators' Guide to the Framework for School Age Care, as well as other useful resources linked to the Framework at the Department of Education website: https://education.gov.au/my-time-our-place-framework-school-age-care-australia
Access further resources via the Early Childhood Australia National Quality Standard Professional Learning Program (ECA NQS PLP) website www.earlychildhoodaustralia.org.au/nqspip/
Search by topic using the keyword search bar on the IPSP Online Library website www.ipsplibrary.net.au/

Quality Area 1: Educational program and practice - Template 2

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	<p>What practices will the authorised officer observe?</p> <p>What will the authorised officer be able to discuss with you?</p> <p>What documentation will the authorised officer sight?</p>
<p>Element 1.2.1</p> <p>Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p>	
<p>Element 1.2.2</p> <p>Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p>	
<p>Element 1.2.3</p> <p>Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p>	

Quality Area 1: Educational program and practice

Resources: All areas of the approved learning frameworks relate to Quality Area 1: Educational program and practice.

Below are some key links to Standard 1.2 and other helpful resources

Early Years Learning Framework pp. 13-14 - Ongoing learning and reflective practice
Early Years Learning Framework p.14 - Intentional teaching
Early Years Learning Framework pp.17-18 - Assessment for learning
Framework for School Age Care pp. 11-12 - Ongoing learning and reflective practice
Framework for School Age Care pp. 14-15 - Intentionality
Framework for School Age Care pp. 16-17 - Evaluation for wellbeing and learning
Educators' Guide to the Early Years Learning Framework pp. 7-9 - Reflective practice for improvement
Educators' Guide to the Early Years Learning Framework pp. 37-41 - Assessment for Learning
Educators' Guide to the Framework for School Age Care pp. 6-10 - Ongoing learning and reflective practice
Educators' Guide to the Framework for School Age Care pp. 42-47 - Intentionality
Educators' Guide to the Framework for School Age Care pp.72-80 - Evaluation for wellbeing and learning
Early Years Learning Framework in Action Stories 6 and 25
Early Childhood Australia - National Quality Standard Professional Learning Program. Documenting learning. Web address: http://bit.ly/1gIQfG
Early Childhood Australia - National Quality Standard Professional Learning Program. E-Learning videos. Planning and documentation. Web address: http://bit.ly/1n1nNY
Professional Support Coordinators Alliance How To Series: Effective Curriculum Planning and Documentation Methods in Education and Care Services. Access via the Inclusion and Professional Support Program (IPSP) online library
Early Childhood Program Examples, Ideas and Inspiration, access via the IPSP online library

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What's pedagogy anyway? Using pedagogical documentation to engage with the Early Years Learning Framework. Children's Services Central. Access via the IPSP online library

Provocations on Assessment in Early Childhood Education. Children's Services Central Access via the IPSP online library

Access the Framework for School Age Care, Educators' Guide to the Framework for School Age Care, Early Years Learning Framework, the Educators' Guide to the Early Years Learning Framework and the Early Years Learning Framework in Action, as well as other useful resources linked to the Framework at the ACECQA website <http://acecqa.gov.au/> or Department of Education website: <https://education.gov.au/early-years-learning-framework> or <https://education.gov.au/my-time-our-place-framework-school-age-care-australia>

Access further resources via the Early Childhood Australia National Quality Standard Professional Learning Program (ECA NQS PLP) website www.earlychildhoodaustralia.org.au/nqsplp/

Search by topic using the keyword search bar on the IPSP Online Library website www.ipsplibrary.net.au/

National Quality Standard, Quality Area 1

Web address: <http://www.acecqa.gov.au/Educational-program-and-practice>

Quality Area 1: Educational program and practice - Template 3

PROFESSIONAL LEARNING NEEDS

QA1. Educational program and practice

The statements are adapted from the Guide to the National Quality Standard on the ACECQA website. For each statement consider at which level you would place your organisation. In working through these statements, it is likely that some Potential Learning Needs will be identified. Please record them in the table below.

Level 1 – Aspiring: We want to be able to do this in the future.

Level 2 – Evolving: We have some capability but need more.

Level 3 – Capable: We have confidently been doing this.

Level 4 – Confident: We do this consistently to best practice.

	Level	Potential Learning Need
We build our knowledge and understanding of the learning framework that we use in our service to ensure enhanced learning outcomes for all children		
We ensure enhanced learning outcomes are a priority for all age groups		
We get to know about each child and their culture, strengths, abilities and interests		
We make decisions about children's daily experiences and routines and who is involved in making these decisions		
We make sure that experiences and routines are child-focused rather than adult-focused		
We support every child's participation in the program		
We demonstrate in the program that we value children's ideas, thinking and interests		
We improve the ways in which we engage children in making decisions about their own learning		

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	Level	Potential Learning Need
We document and plan for children's learning		
We provide quality information to families about their children's learning, development and participation in the program		
Educators demonstrate intention in their teaching practice and this reflects on outcomes for children		
We critically reflect on and evaluate the program, which is documented and our evaluations are used to make informed curriculum decisions to improve outcomes for children		

Source: *PSCA Self-Assessment Tool – Professional Learning Plan*

Quality Area 1: Educational program and practice - Template 4

PROFESSIONAL LEARNING PLAN					
Professional Development Need Please include as much information as you can Please include the Quality Area	Desired Outcome i.e. What is the outcome that you are trying to achieve through this initiative?	Professional Learning Approaches required to meet the need *	Who will the PD target? • Specific roles • LDC, OSHC, FDC	What else is happening in your region in regard to this need?	
Example: QAI, critical reflection	<ul style="list-style-type: none"> Educators can understand and define different types of reflection Be able to apply a range of reflection models to practice Be able to confidently support others to understand reflection 	<ul style="list-style-type: none"> Series of practical workshops with built in reflection activities to undertake between workshops 	<ul style="list-style-type: none"> Educators across all sector types 		
1.					
2.					
3.					
4.					

Source: PSCA Self Assessment Tool – Professional Learning Plan

Professional learning approaches

There are a lot of approaches to professional learning. This section invites you to consider the range of approaches and match these to best meet the needs of your service. Different approaches will meet different needs.

The PSCA has investigated a variety of professional learning models which are explored in this publication *Child Care Educators: Learning and Growing Through Professional Development* (PSCA Online Library). The features of effective professional development as explored by the PSCA include:

- the extension of the professional development program over a period of time
- the involvement of staff in assessing their own learning
- the creation of opportunities for staff to apply new knowledge and skills in their own work settings
- the creation of opportunities for staff to have a trusted 'other' to discuss developing practice

Gaining awareness of our own thinking, actions and influence when we want to enhance the quality of our practice involves participating in professional development activities that:

- provide opportunities for questioning our own experiences and views (not just simply validating them)
- provide opportunities for us to think critically about the values and assumptions underlying our practice and consider events and situations from different perspectives
- provide information and knowledge about alternative practices/perspectives at both theoretical and practical levels
- engage us in investigating real life examples in our own settings.

Models or approaches of professional development that support the above include:

- Learning series
- Action learning
- Action research
- Accredited training and qualifications
- Service visits and staff exchanges
- Professional readings
- eLearning and online learning modules
- Team meeting packages
- Customised sessions for whole staff teams
- Professional conversations
- Mentoring, coaching and consultancy
- Practitioner inquiry
- Learning communities and networks

Participating in professional development opportunities with other services has great benefit so please consider this in your planning. There will also be times when a centre-based response best meets the needs.

Finally some of the needs identified will be met by information sessions and other one-off activities.

Source: *PSCA Self Assessment Tool – Professional Learning Plan*

GLOSSARY OF TERMS

From the Framework for School Age Care and the Early Years Learning Framework

Active learning environment: an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires educators to be engaged with children's emotions and thinking. (Adapted from South Australian Curriculum Standards and Accountability (SACSA) Framework, General Introduction, pp. 10-11).

Agency: being able to make choices and decisions, to influence events and to have an impact on one's world.

Attuned: "Attunement includes the alignment of states of mind in moments of engagement, during which affect is communicated with facial expression, vocalisations, body gestures and eye contact". (Siegel, 1999).

Children: refers to babies, toddlers and three to five year olds, unless otherwise stated.

Citizenship: means being a member of and supporting one's community including the school age care community as well as the local and global community. Citizenship involves a range of key components such as opportunities for belonging and participation, contributing to decision-making and taking responsibility for actions to others and to the environment.

Community participation: taking an active role in contributing to communities.

Co-construct: learning takes place as children interact with educators and other children as they work together in partnership.

Communities: social or cultural groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds. 'Communities' is used variously to refer, for example, to the community within early childhood and school age care settings, extended kinships, the local geographic community and broader Australian society.

Critical reflection: reflective practices that focus on implications for equity and social justice.

Curriculum: in the early childhood and school age care setting curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'. [adapted from Te Whariki].

Dispositions: enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations, for example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence.

Early childhood settings: long day care, occasional care, family day care, Multi-purpose Aboriginal Children's Services, preschools and kindergartens, playgroups, creches, early intervention settings and similar services.

GLOSSARY OF TERMS

From the Framework for School Age Care and the Early Years Learning Framework

Educators: early childhood or school age practitioners who work directly with children in early childhood or school age care settings.

Inclusion: involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way.

Intentionality: involves educators being deliberate, purposeful and thoughtful in their decisions and actions.

Involvement: is a state of intense, whole hearted mental activity, characterised by sustained concentration and intrinsic motivation. Highly involved children (and adults) operate at the limit of their capacities, leading to changed ways of responding and understanding leading to deep level learning (adapted from Laevers, 1994). Children's involvement can be recognised by their facial, vocal and emotional expressions, the energy, attention and care they apply and the creativity and complexity they bring to the situation. (Laevers) A state of flow Csikszentmihayle cited in Reflect, Respect, Relate (DECS 2008).

Learning: a natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

Learning framework: a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood and school age care settings to develop their own, more detailed curriculum.

Learning outcome: a skill, knowledge or disposition that educators can actively promote in early childhood or school age care settings, in collaboration with children and families.

Learning relationships: relationships that further children's learning and development. Both the adult and the child have intent to learn from each other.

Literacy: in the early years literacy includes a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, reading and writing.

GLOSSARY OF TERMS

From the Framework for School Age Care and the Early Years Learning Framework

Meaningful leisure: in school age care, meaningful leisure describes the opportunities for children to develop their imagination, social ability and the sense of community including participation, collaboration and responsibility.

Numeracy: broadly includes understandings about numbers, patterns, measurement, spatial awareness and data as well as mathematical thinking, reasoning and counting.

Pedagogies: practices that are intended to promote children's learning.

Pedagogy: early childhood and school age care educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

Play-based learning: A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Reflexivity: children's growing awareness of the ways that their experiences, interests and beliefs shape their understanding.

Scaffold: the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning.

Spiritual: refers to a range of human experiences including a sense of awe and wonder, and an exploration of being and knowing.

Technologies: includes much more than computers and digital technologies used for information, communication and entertainment. Technologies are the diverse range of products that make up the designed world. These products extend beyond artefacts designed and developed by people and include processes, systems, services and environments.

Texts: things that we read, view and listen to and that we create in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, for example internet sites and DVDs. Many texts are multimodal, integrating images, written words and/or sound.

Transitions: the process of moving between home and childhood settings, between a range of different early childhood or school age care settings or from childhood setting to full-time school.

Wellbeing: Sound wellbeing results from the satisfaction of basic needs - the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life (adapted from Laevers 1994). It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

