



Curriculum, Planning and Assessment for Learning

Quality Area 1: Educational Program and Practice

Relevant Legislation

Children (Education and Care Services National Law Application) ACT 2010
Education and Care Services National Regulation 2011: 68
National Quality Standard for Early Childhood Education and Care: Quality Area 1
National Curriculum Framework
Belonging, Being Becoming
The Early Years Learning Framework for Australia

Aim / Rationale

In developing an educational program, a level of consultation with children, parents and staff should be sought to ensure the Pre-School services the individual needs of children and their interests.

Programs should include activities that are appropriate to the individual child's level of development that stimulates each child's social, physical, emotional, cognitive, language and creative potential. This should include a balance of indoor and outdoor experiences.

Planning and assessment for learning is based upon observations taken by educators which are interpreted into a planned experience. After the planned experience is presented to the child, the educator will evaluate the learning experience outcomes and suggest ways in which the experience may be extended to scaffold the child's learning and development.

Policy Goals

It is the goal of the Yass Montessori Pre-School to implement a learning curriculum which is founded on the Montessori Method of teaching, underpinned by the two national approved learning frameworks and The Early Years Learning Framework for Australia. As a hybrid Pre-School the educators endeavour to provide a balanced curriculum of the above mentioned recognised curriculums.

Programming and planning at the Pre-School is based on observations of the children at work and play and their interactions/relationships with other children. The program integrates every dimension of children's experiences encompassing daily routines, the physical environment, relationships and interactions, materials for play and spontaneous opportunities.

Planning is diverse and continuously evolving, with possibilities planned for individual and group experiences each week.

Strategies: What will we do?

Educational Program

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

- ✧ Based on an approved learning framework – The Early Years Learning Framework and the Montessori Method
- ✧ Delivered in accordance with the above frameworks
- ✧ Based on the developmental needs, interests and experiences of each child
- ✧ Considers the individuality of each child

The educational program should contribute 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

Educators will:

Develop their preferred methods for recording information for planning in consultation with the Educational Leader and Pre-School Director.

Educators consider:

- ✧ Careful observation and documentation processes
- ✧ Interactions and relationships with children, families and other staff
- ✧ The emergence and progress of projects
- ✧ Children's contributions
- ✧ Family contributions
- ✧ Anecdotal Records
- ✧ Montessori Developmental Checklists
- ✧ Entries into the Room Reflection Journal (reviewed daily by staff and at staff meetings, appropriate planning and actions followed up).

Assessment and evaluation:

The approved national learning frameworks outline that assessment is a process used by educators to gather information about what children know, understand and can do. This information should be analysed by educators to plan effectively for each child's learning. Assessment information can also be used by educators to reflect on their own values, beliefs and teaching practices, and to communicate

about children's learning with children and their families.

Assessment and documentation must be kept for each child. There is no prescribed method in the National Law or National Regulations for documenting assessment for children's learning, it should be a continuous and on-going process.

At the Pre-School documentation includes:

- ✧ Assessment 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 (Storypark Planning)
- ✧ Documentation of the child's learning experiences, and evaluation of learning is recorded by educators through Storypark to evaluate and scaffold the child's individual development
- ✧ Reflective Journal (kept in classroom – staff use) - educators communicate about individual children and group interests to be considered when programming
- ✧ Storypark posts shared with families

Program Evaluation:

- ✧ Is used to inform future planning for individual children and children as a group. Learning experiences focus on the children's wellbeing, development and learning within the educational program
- ✧ Overall evaluation of the program's effectiveness is undertaken by all staff who evaluate the learning which has taken place
- ✧ The Program is displayed clearly, easily understood and respects the children's work and development
- ✧ The Educators at Yass Montessori Pre-School use a 'Reflective Journal' to record group observations, child interactions and the current interests of children
- ✧ A weekly email is circulated by the Director / Educational Leader, facilitating reflective practice amongst the educators, director, educational leader and administrator
- ✧ Educators discuss entries in the 'Reflective Journal' at staff meetings. The Journal is used as a provocation, discussing the information from the Journal staff collaborate on the 'where to next', implementing a program that is responsive to the interests of both the individual child and small groups of children

Documentation:

- ✧ Provides a record of children's learning to assist staff to reflect on and plan weekly experiences that support the children's ongoing development
- ✧ Documentation is recorded through Storypark and is a tool which educators utilise to make the children's learning visible to parents/carers
- ✧ Documentation of the weekly program is displayed on the outdoor notice board to inform families about the learning process including individual and group experiences
- ✧ Educators record observations through Storypark for the focus group of children for the week

and the group in attendance on that day

- ✧ Families and carers view the program via Storypark and are encouraged to make suggestions, provide feedback and comment on posts

Planning:

All educators are involved in the planning process and utilise Storypark to record and evaluate learning experiences and outcomes.

Information for parents and caregivers about educational program:

Information about the educational program is displayed at the service in a place that is easily accessible to parents and caregivers.

The following information must be given to a child's parents when requested:

- ✧ 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

Links to other Policies

Acceptance and Refusal of Authorisations
Confidentiality
Collaborative Partnerships with Families

Procedures and Forms

Focus Groups
Outdoor Program
Montessori Program

Policy Reviewed	Modifications	Next Review Date
2011	Developed	2013
November 2013	Reviewed	October 2015
March 2015	Reviewed	October 2017
October 2019	Updated to meet the National Quality Standards	October 2021 or when procedure, practice or legislation changes