PLANNING AND ASSESSMENT CYCLE

PHILOSOPHY
Underpinned by the Early Years Learning Framework focussing on:

- Collaborative partnerships between educators and families
- High quality and dynamic teaching and learning program provided in a safe and supported environment
- Respect for diversity
- Reflective and improvement practices
- Play based learning with opportunities for structured and unstructured learning opportunities
- 5 keys program supporting children’s development in social and emotional wellbeing

BUILDING ON OUR KNOWLEDGE OF EACH CHILD
- Formal and informal conversations with parents
- Building trusting relationships with each child through listening and observation
- Educator reflections – formal and informal
- Parent teacher interviews in term 1 and 3 (optional.)
- Individual Learning Portfolios
- Photos, video’s and slideshows
- Family Information sheets
- Assessments – site / supporting professionals
- Understanding children’s learning dispositions

PROFESSIONAL LEARNING DEVELOPMENT AND TRAINING
- Teacher reflection on practice
- Professional standards (National Professional Standards for Teachers, RRR, Tfel)
- Training and Development for individual / group needs, related to site priorities / QIP
- Ongoing learning and Reflective practice
- Professional Inquiry & Goals – e.g. Step 9
- Shared philosophy & pedagogy
- Performance & Development Plans &Reviews

DOCUMENTATION AND ASSESSMENT
- Individual Learning portfolios
- Photo Stories
- Individual and collective Learning Stories and Narratives
- Floor Books
- Parent teacher interviews
- Assessment tools (language, speech, OT, wellbeing, fine, gross motor) when required
- Negotiated Education Plan’s
- Individual Learning Plan’s
- Statement of Learning (term 4)

PROGRAM IMPLEMENTATION
- How the learning happens
- Explicit and informal teachable moments
- Scaffolded learning
- What and how the children and educators set up the environment
- Provocations
- Open ended questioning
- Children’s voice – self-directed learning
- Fine Motor program

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Standard 1.1 Our cycle of planning and assessment informs the development of the curriculum that enhances each child’s learning and development.

Standard 1.2 At The Lady George Kindergarten all educators are focussed, actively involved and reflective of our practice, in our planning and in the delivery of a high quality curriculum.