

AIM :

Holistic Approach Family Day Care Scheme strongly believes in the power of ‘magical moments’ family day care Educators create by simply ‘being present in the moment’ with each child as well as creating opportunity for intentional teaching through learning journeys and extensive projects.

Holistic Approach Family Day Care Scheme believes in the importance of looking at the child from a holistic and inclusive perspective. Holistic Approach FDC believes in co-programming (co-curriculum) which holistically involves children, families and the community in both, the planning and reflection, processes. It is not the volume of our documentation but rather the variety, the holistic approach, the meaningful displays and most importantly the continuous evolvement that matters the most.

At Holistic Approach Family Day Care Scheme, it is important that all educators feel empowered to document children’s learning and development. As a result, we have created a step by step process for documentation of children’s learning so that we can ensure that all requirements are covered. No matter what the experience and knowledge of the educator, it is important to ensure that growth of all educators is developing and moving towards reflective and continuous improvement.

EDUCATION AND CARE SERVICES NATIONAL REGULATION 2011

Part 4.1 Educational program and practice

73 Educational program

(2) An educational program is to contribute to the following outcomes for each child:

- a) The child will have a strong sense of identity
- b) The child will be connected with and contribute to his or her world
- c) The child will have a strong sense of wellbeing
- d) The child will be a confident and involved learner
- e) The child will be an effective communicator

74 Documenting of child assessments or evaluations for delivery of educational programs

(1) The approved provider of the education and care service must ensure that for the purpose of the educational program the following are documented:

- a) For a child preschool age or under:
 - i. Assessments of the child’s developmental needs, interests, experiences and participation in the educational program
 - ii. Assessment of the child’s progress against the learning outcomes of the educational program
- b) For a child over pre-school age, evaluations of the child’s wellbeing, development and learning.



(2) In preparing the documentation the approved provider must-

- a. Consider -
 - i. The period of time that the child is being educated for by the service and
 - ii. How the documentation will be used by the educators at the service.
- b. Prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.

74 Information about educational program to be kept available

The approved provider of an education and care service must ensure that-

- a) The information about the contents and operation of the educational program for the service is displayed at the education and care service premises at a place accessible to parents of children being educated and cared for by the service; and
- b) A copy of the educational program is available at the following places for inspection on request-
 - i. In the case of family day care service at each family day care residence or family day care venue.

75 Information about educational program to be given to parents

The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is provided with the following information on request-

- a) Information about the content and operation of the educational program so far as it relates to that child;
- b) Information about the child's participation in that program;
- c) A copy of the documents kept under regulation 7 in respect of the child

National Quality Standards (revised 2018)

QA 1.3 Assessment and planning – Educators and coordinators take a planned and reflective approach to implementing the program for each child.

1.3.1 Assessment and planning cycle

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementing and reflection.



1.3.2 Critical reflection

Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Information for families

Families are informed about the program and their child's progress.

PROCEDURES:

Documentation (or a program) is not a list of WHAT you provide for the children but WHY you are doing things and what learning is occurring within your service.

Holistic Approach Family Day care believes in supporting Educators through a 'strengths-based' approach. Educators are encouraged to try a range of documenting styles and choose one or several to implement within their service. This allows Educators to document children's learning based on the Educators strengths and skill level.

Holistic Approach Family Day Care believe that educators all have different learning and documentation styles and encourages educators to program and document in a way that best suits their service and children in care. We respect the diversity of educators and promote sharing of ideas and resources throughout our scheme.

Educators are encouraged to research ***Alina Dan's Self-Assessment Manual for FDC Educators Section III Documentation samples and templates*** (issued to all Educators upon registration).

Educators are encouraged to research ***The Guide to the National Quality Standards 2018***
www.acecqa.gov.au/nqf/about/guide

Requirements for meeting the National Quality Standard:

1.3.1 Assessment and planning

WHAT? Educators demonstrate a clear cycle of planning for each child.

HOW? Educators collect information on each child, analyse what that information tells them about how to support the child's learning further, document, plan experiences to incorporate into the program, implement the program and then reflect on what has been learned.

EVIDENCE

- Observations are recorded on each child individually and in groups (observations should include the 'children's voice')
- The child's learning is analysed and documented as critical reflection. Analyse each child's learning and development in relation to the learning outcomes of the approved learning frameworks (see *Element 1.1.1*), to identify progress which can be shared with families and others and to assist in identifying goal(s) for further learning and development
- Planning is documented to demonstrate the child's interests.



- Implement the planned experiences, and at the same time identify and utilise 'teachable moments' to respond to and support children's newly emerging strengths, abilities and interests
- Reflect on individual children's learning and participation and the program as a whole, to support further planning for learning.

1.3.2 Critical Reflection

WHAT? Educators critically reflect and document each child's learning and progress

HOW? Educators use reflective practice to gather information from different perspectives to gain insights that will support, inform and enrich their decision-making about each child's learning.

EVIDENCE

- Educators working with children to document and reflect on their experiences and learning
- Educators using a variety of methods, such as jottings, children's comments and conversations, photographs and examples of children's work, to assist their reflection on children's experiences, thinking and learning
- Educators focusing on adapting the program to include all children, rather than adapting a child's routine or requirements to fit the program
- Educators reflecting-in-action by changing or altering experiences which are not engaging children
- Educators making brief notes when appropriate so that they can recall an aspect of practice that may be challenging them, or that they may have questions about.

1.3.3 Information for families

WHAT? Families are informed about the program and their child's progress

HOW? Educators use a variety of methods to ensure families are regularly informed of the program and their child's progress. Quality education and care services engage with families to provide information about the wellbeing, learning and development of their child.

EVIDENCE

- Educators verbally inform families of their child's participation and progress whenever possible, and share documentation about children's learning and development in ways that are accessible, understandable and meaningful for families.
- The educational program is displayed in a way that is accessible, understandable and meaningful for families to read so that they can view what has been planned for their child.

- Information is also provided that documents children’s participation and their progress against the approved framework’s learning outcomes, as well as how educators have supported and guided them.

EDUCATIONAL LEADER

The role of the educational leader - ACECQA

The **educational leader** has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavor involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

SOURCES:

Early Years Learning Framework/My Time Our Place – Framework for School Age Children In Australia

www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks

Education and Care Services National Law Act (2010) www.acecqa.gov.au/nqf/national-law-regulations/national-law

Education and Care Services National Regulations (2011) www.acecqa.gov.au/nqf/national-law-regulations/national-regulations

National Quality Framework www.acecqa.gov.au

Guide to the National Quality Standards www.acecqa.gov.au/nqf/about/guide

Version	Date	Responsible Person
1	March, 2015	Tracey Yeomans_ / Alina Dan
2	March, 2017	Tracey Thomas / Vicki Carmichael
3	October, 2017	Alina Dan/Michelle Florimo
4	November, 2018	Deb Tuckey

This policy is the intellectual property of Holistic Approach Family Day Care Scheme and is created with consultation of staff and families attending the service.

This policy will be reviewed as required.

This policy is available in other languages upon request.