



Documentation Process

AIM

Holistic Approach Family Day Care Scheme strongly believes in the power of magical moments family day care educators create via simple 'being in the moment' approach as well as learning journeys and extensive project based learning.

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 its variety, holistic approach, meaningful displays and most importantly it's continuous evolution that matters the most.

Becoming confident involved learners: We believe in the holistic child and the importance of scaffolding as educators. We believe learning environments should be reflective of children's interest, welcoming spaces that support learning and at the same time are flexible (DEEWR, 2009). The indoor and outdoor environments are integrated and the physical space invites children to explore and make choices independently or with others.

PROCESS

Holistic Approach Family Day Care Service believe in five main elements of documentation:

1. Children's voices
2. Intentional teaching is evident
3. Links to Learning outcomes are consistent
4. Principles and practices are linked consistently
 1. What next (demonstrating in writing)
 2. Cycle of planning
5. Critical Reflection

There are stages in which consultants need to ensure each educators are meeting requirements of NQA1. HAFDC believes that each educators individual learning styles and documentation understanding and the as a consultant we need to work within each educator's capabilities, skills and level of understanding. There is no wrong way in which an educator can document, so long as there is evidence of each of the above elements are met.

Step one:

How does the educator show evidence of the daily learning occurring within their service?



Holistic

APPROACH DC

- Digitally, Floor Book or diary?
- Does this include photographs of the day's activities?
- Have the educator referred to Alina's documentation diary for ideas and inspiration as to how best they can present this.
- Is this accessible to parents and families to read each day, can this be produced when requested?

Step Two:

How does the educator record individual observations of the child?

- Group observations where more than one child is involved
- Individual observations where the jottings specify what the child is interested in and what learning is occurring
- Extension of learning: What happens next, where to from here, what else can the educator add or take away to continue the child's learning. How is this evident? Does the educator change their environment to reflect this? This needs to happen on the spot where appropriate, this encourages the child's learning to continue while the learning and interest is still present.
- Reflection, what has happened, what went wrong, what worked well and what could change in the future.
- Is there evidence of parent's voice, is this a comment on a digital platform or a discussion with the educator. How is this noted and documented?

Step Three:

Is there a clear cycle of planning evident?

- Is the educator showing at least ONE observation for each child per month, and is this linked to outcomes, practise and principals?
- Is there a clear understanding of the learning observed, is the observations a WOW moment?
- While it is not a requirement for educators to produce a journal in paper form for each child in care, are they able to produce this when required. Can you understand the cycle of learning, and more importantly can the educator explain to you what it is they have observed, planned and reflected on?
- CRITICAL REFLECTION: Is this evident, is it done minimum monthly, what does the educator take from this process?

Step Four:



Holistic

APPROACH FDC

Theorists – Has the educator linked their documentation to theorists who have guided their learning and teaching? How is this shown and displayed around the service?

- Does the educator use displays, to show the children’s work and embed their sense of self within the service?
- Does the educator provide individual summative assessments for each child, this can be used to provide an in depth understanding of the child’s learning?
- Does the educator refer to Alina’s school readiness book for children ready to attend school?

HAFDC EDUCATOR RELATED POLICY/PROCEDURE

- Documentation Policy

REVIEW PROCESS:		
Version	Date Reviewed	Responsible Person
1	October, 2018	Michelle Florimo
	February 2021	Karen Mahoney